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WILLIAM J. PERRY
CENTER FOR HEMISPHERIC DEFENSE STUDIES
2019 Academic Handbook



www.williamjperrycenter.org

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Foreword,

Dr. Scott Tollefson, Dean of Academics



Dear Colleagues,

It is my great privilege to present the 2019 Perry Center Academic Handbook. This is the product of a determined faculty effort to codify the many rules and regulations that are required to administer an academic center of excellence like the Perry Center. Within its contents, one will find grading standards, facilitator responsibilities, registrar processes, publications descriptions, and professional development opportunities for faculty, among many other important matters.

I have been at the Perry Center since 2010 and have had the honor to observe the many important contributions that makes the Center an essential institute of higher learning for security and defense matters within the Western Hemisphere. In the twenty-one years since the Center for Hemispheric Defense Studies (CHDS) opened its doors in 1997, we have hosted scores of courses

and hundreds of regional events. No other learning institute in the region presents the unique academic opportunity that the Perry Center offers. We bring students from diverse backgrounds and regions of the hemisphere into one location to examine difficult security and defense matters in an academic environment that encourages collegiality, innovation, and teamwork.

There are two groups of professionals that make this possible: our esteemed group of professors and our vast network of alumni within the region. First, our staff and faculty are a team of academic All Stars. Not only do they have to be knowledgeable on basic academic theories of democracy, rule of law, human rights, institutional reforms, counterinsurgency, and criminology, but they also have to have other unique skills. They have to be familiar with Latin American and Caribbean history, culture and politics. They have to be fluent in Spanish or Portuguese. They have to be experienced in military strategy and operational concepts. And they have to be knowledgeable of the security enterprise in the Department of Defense and other parts of the U.S. government.

The second group that makes the Perry Center an exceptionally special place is the 6000-plus individuals from 25 Latin American and Caribbean countries who have attended Perry Center courses in our 21 years of existence. Thousands of others have participated in regional conferences and bilateral dialogues in our partner nations. These are individuals who that, through education, research, outreach, and/or scholastic leadership, have contributed to the knowledge base of defense and security

practitioners, advanced a cooperative international security environment, and/or promoted sustainable institutional capacity in the Americas. They have made sustained contributions in their fields in a manner consistent with the Perry Center mission. Together, we work to make the Americas a safer and more prosperous place.

Within the vast bureaucracy of the U.S. government, we serve a number of senior defense organizations. First and foremost, we work directly for the Deputy Assistant Secretary of Defense for the Western Hemisphere (DASD-WHA). The DASD is the U.S. Secretary of Defense's principal advisor for the Western Hemisphere, 35 countries that run from Canada to Chile. The Perry Center also supports two Geographic Combatant Commands (GCC or COCOM), the U.S. Southern Command in Miami, Florida and the U.S. Northern Command in Colorado Springs, Colorado. We are the only one of the five regional academic centers that works for two COCOMs.

As many know, the COCOMs are staffed by personnel that permits a whole-of-government approach. They are joint – they are staffed by members of each of the military services; interagency – they have representatives of dozens of other U.S. governments agencies, part of a team effort to address problems in the region; and they are international in the sense that they are also staffed by liaison officers from partner nations who assist with country-to-country matters.

Despite all that impressive organization, there is one unique aspect that the regional academic centers are particularly well suited to provide. The Perry Center provides academic research and courses on complex security and defense matters that our defense leaders can turn into policy and practice. The Center researches, publishes,

and instructs on these complicated issues within the Western Hemisphere. No other component of the Department of Defense (DOD) offers this academic contribution on regional matters.

These are not simple matters. We have to advise our stakeholders on difficult issues such as whether “mano dura” tactics work, whether to focus on supply-side or demand-side counterdrug tactics, how to make the internal institutional processes of the Ministries of Defense more efficient, the center of gravity of organized crime, the causes of corruption in the region, and where the lines are drawn with the authorities of the armed forces.

These are examples of the kind of challenges that make the Perry Center very important to our policy makers. We take complex real-world problems, examine them through quantitative and qualitative methodologies, eliminate intervening variables to distinguish between mere correlation and true cause and effect, and then recommend ways to apply solutions practically to make our region and our countries safer and more prosperous places to live.

Thank you for reading our Academic Handbook. If you have any questions or suggestions on how to improve the contents or policies, please contact the Perry Center academic team at chdsAcademics@ndu.edu.

Scott Tollefson, Ph D
Dean of Academics
William J. Perry
Center for Hemispheric Defense Studies
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Section 1

Introduction and History

The Center for Hemispheric Defense Studies (CHDS) was established in 1997 to educate civilian and military government officials in 35 Latin American and Caribbean nations on security and defense matters. In 1995, the U.S. Secretary of Defense at the time, William J. Perry, was approached by his counterparts who expressed deep concerns over the dearth of civilians prepared to deal knowledgeably with defense and military issues in their countries.

That same year, a long-simmering border skirmish between Peru and Ecuador surfaced again. Dr. Perry was about to host the first-ever Conference of Defense Ministers of the Americas in Williamsburg, Virginia in July of that year. The Conference was a resounding success but it made Secretary Perry realize that he did not know personally any of his counterparts across the hemisphere, unlike his engagements in Europe.



On April 2, 2013, the Center for Hemispheric Defense Studies was renamed the William J. Perry Center for Hemispheric Defense Studies in honor of the Center's founder, the 19th Secretary of Defense, Dr. William J. Perry.

A month later while on a trip to Germany, Secretary Perry visited the relatively new Marshall Center to orient military officers from former Soviet and Warsaw Pact countries toward democratic government. He recognized the potential of a Marshall Center-type approach to defense education in the Americas. In January 1996, the Deputy Assistant Secretary of Defense for Western Hemisphere Affairs asked NDU's Institute for National Strategic Studies and the University of Miami's North-South Center to propose their concept for a center to educate civilians in Washington and Miami respectively. Secretary Perry ultimately approved his staff's recommendation to select NDU's approach and in August provided funding to establish a center in 1997. Six weeks later, at the second conference of Defense Ministers held in San Carlos de Bariloche, Argentina, Secretary Perry pledged to create an academic program in Washington within a year to educate civilians with defense related duties and assist Ministers to develop a cadre of knowledgeable civilians for the future.

Between 1996 and September 1997, preparatory work for what would become the Center for Hemispheric Defense Studies (CHDS) was conducted by a team from the U.S. Department of Defense and the National Defense University which included consultation with regional stakeholders such as the defense ministries and civilian academics.

Officially established on September 17, 1997, the Center for Hemispheric Defense Studies (CHDS) opened its doors the following day with a two-day Hemispheric Conference on Education and Defense under the supervision of the Center's originating Director, Mr. John "Jay" Cope. The Center's first formal director, Dr. Margaret Daly-Hayes, and two faculty members reported for duty in December and CHDS conducted its first three-week course, the Defense Planning and Resource

Management Courses in March 1998. The Center also conducted the first of many in-region seminars in Bolivia that year.

Perry Center constituents run the whole range of officials in Latin America and the Caribbean. The Center reaches out to young, emerging officials who are up-and-coming professionals in their field, to mid-grade managers who need to deepen their understanding of complex issues, and to senior cabinet level officials wrestling with extensive bureaucratic problems and national security problems.

The Center focuses its programs on civilian officials because, in accordance with civil-military relations theory, the armed forces of a country should be subordinate to elected civilian officials. In Latin American, the armed forces were at one time very active in the political issues of their countries. In fact, in the 1970s and 1980s, nearly three-quarters of the countries were ruled by military governments.

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Section 2

William J. Perry Center Mission and Academic Objectives



References:*

- a. ASD-SPC Memorandum, Subject: Regional Center FY16-17 Policy Priorities, signed 3 June 2015
- b. DASD-WHA Memorandum, Western Hemisphere Defense Policy Priorities for c. 2016, signed 21 January 2016
- d. DoD Directive 5205.82, Subject: Defense Institution Building, signed 27 January 2016
- e. USSOUTHCOM FY 17-22 Theater Campaign Plan
- f. USNORTHCOM Theater Campaign Plan
- g. DoD Instruction 5132.14, AM&E for the SC Enterprise, signed 13 January 2017
- h. DSCA Memorandum, FY18-19 RC Program Planning Guidance, signed 31 March 2017
- i. WJPC FY18-19 Program Plan, approved by PDASD Oversight Board, 17 Nov 2017
- j. * References to be updated as necessary.

Perry Center Mission. The Perry Center develops and engages the Western Hemisphere's community of defense and security practitioners to seek mutually supportive approaches to security and defense challenges in order to develop effective sustainable institutional capacity, and promote a greater understanding of U.S. regional policy.

Perry Center Vision. The Perry Center strives to be a leading security and defense studies institution for the Western Hemisphere, focused on the future, anticipating shifts in the evolving security environment, foreseeing the need for changes in security and defense forces, dedicated to research, building shared knowledge and fostering dialogue.

Three Programmatic Lines of Effort

In accordance with the Perry Center FY17-18 Program Plan (26 Sept 2016), the Perry Center's academic program organizes offerings along three programmatic lines of effort - Defense Governance, Transnational Threats, and Human Rights and the Rule of Law- each of which directly supports DOD priorities. These programs permit the Center to apply a balanced, integrated approach to supporting OUSD(P) and GCC policy priorities.



DCPT 2017

Defense Governance and Security/Defense Institutional Development

Defense governance comprises low cost, small footprint, high value DOD programs building effective, transparent, and accountable partner defense institutions. Institutional development efforts aim to sustain operational/tactical gains of U.S. security cooperation investments; enable partners to manage their own security; contribute to broader security sector reform; strengthen whole-of-government relationships; promote effective regional collaboration; and instill a “pay it forward” ethic.



TTN Panama 2018

Transnational Threat Programs

While partner nations combating transnational criminal organizations (TCOs) rely heavily on DOD support and cooperation at the operational level, the Perry Center's transnational threats

program fills a critical void by working with mid- to senior-level security and defense officials at the strategic level, such that they can develop more effective national policies to combat these shared security and humanitarian challenges. WJPC's transnational threats program, which includes a resident course and in-region seminars, goes beyond traditional interdiction and network disruption to help policymakers overcome the full range of security challenges they face in the physical and cyber domain. These regionally focused programs are complementary to the globally-oriented Transnational Security Studies Program at the George C. Marshall European Center for Security Studies, with which WJPC shares qualified English-speaking applicants and alumni networks.



HR/ROL 2017

Human Rights and Rule of Law Programs

Human rights are discussed as both a universal value and an important strategic consideration in all WJPC programs, but several offerings focus specifically on strengthening democratic accountability and institutional protections for human rights. Among these are a resident course, in which participants study the application of human rights in different national contexts, and short in-region seminars for Mexico and Central America that will bring this course content to a wider audience of defense and security practitioners. Outside the classroom, WJPC experts support human rights officials at USSOUTHCOM and USNORTHCOM with research, publications, and master lectures.

Section 3

Academic Objectives and Pedagogy



CDSC Alumni, 2017

Paraphrased, the Perry Center's mission is to identify solutions to security and defense challenges in the Western Hemisphere. The Center partners with a vast network of government officials, policy makers, and scholars in the region to turn solutions into policy or programs, thereby fortifying the institutional capacity of the partner nation governments.

To accomplish this, the Center utilizes a number of educational tools: courses, conferences, and alumni outreach events, just to name a few. These academic events are offered to a range of experts, from emerging professionals who may have recently started their careers in the security and defense sectors, to mid-level managers responsible for developing policy, to senior leadership responsible for overseeing massive bureaucracies and immense budgets. Every individual in this vast spectrum of constituents has different pedagogical needs.

The following section examines how the Center develops its educational programs to support the Perry Center mission. It describes the pedagogical methods used in its courses and seminars, the academic objectives it aspires to impart on students, and the role of the Academic

Dean and faculty members.

Academic Objectives. Unresolved security problems – common through the Americas – require costly investments and counter-measures by regional governments, diverting resources and revenue from social programs and economic stimulation efforts. The Center addresses these issues by offering resident and in-region academic programs, including conferences, seminars, forums, and courses, as well as through bilateral workshops, alumni outreach events, research and publications. These efforts strive to complete a number of important objectives:

Address U.S. Strategic Interests. DOD retains a deep, enduring interest in and commitment to a stable, peaceful and collaborative Americas. The Perry Center's cooperation and regional partnerships are based on common, enduring interests shared by all nations in the Western Hemisphere. The Center strengthens efforts across domains to counter challenges to regional stability and develop new or expanded forums to enhance partner capacity. DOD will support the Center's efforts with innovative and flexible approaches/ processes to ensure the Perry Center's and U.S. government's continued success in the region.

Generate Policy. The Center's analysis of complex security and defense problems in the Americas informs policy makers in the U.S. government and in partner nations. Many of the principal threats in the region at the start of the 21st century – organized crime, illicit trafficking, global warming, natural disasters – are cross-border issues that require collective and coordinated efforts. The Center provides an important venue for analysis by members of the government, security forces, civil society, and academia.

Develop Experts in Security and Defense Matters. The Center builds and maintains a collaborative network of security sector

practitioners among military and civilian officials to support the Office of the Secretary of Defense for Policy (OSD-P) and Geographic Combatant Command (GCC) theater defense objectives.

Enhance Security Cooperation. The Center's activities enhance regional security by creating collaborative communities of interest among military and civilian officials from states of the Western Hemisphere. This includes examining fundamental causes of relevant security challenges and the most effective means to counter them through regional collaboration.

Build Partner Capacity. The Perry Center strives to strengthen sustainable individual and institutional capacity at the national and transnational level to enhance national, regional, and international security consistent with the norms of democratic governance and civil-military relations. It also aims to build a strong community of civilian defense and security professionals and develop common understanding and security policies to include but not limited to democracy, civil-military relations, rule of law, human rights, illicit trafficking, terrorism, natural disasters, security sector reform, peacekeeping, and cyber security.

Develop professional security forces. Education is widely accepted to be a vital component of a professional security forces. Professional military education consists of three broad categories: (1) a pedagogical methodology that emphasizes critical and creative thinking, (2) an array of liberal and humanities topics security officials should be familiar with, and (3) the technical expertise to master one's warfare specialty (Paterson, 2018). Officers who are able to broaden their knowledge of the social sciences and human behavior prove to be more adept and agile in the complex and ever-changing contemporary security environment. The Perry Center helps to develop professional security forces as part of a vast U.S. government security cooperation enterprise

that provides education in order to enhance partner capacity.

Develop Critical Thinking. The Center promotes critical thinking on global security issues as related to the Western Hemisphere. Critical thinking means the ability to “construct and defend an argument using reason, applying intellectual standards of epistemic responsibility, and recognizing and countering logical fallacies as we see them in others and ourselves” (Williams, 2013, p. 50). In theory, this expands the intellectual capacity of decision makers so they have an intuitive understanding of the larger strategic and operational issues that confront the security forces of a country. Ideally, critical thinking teaches decision makers how to think, not necessarily what to think. Mental agility will permit decision makers to adapt to complex situations, think on their feet, and be innovative in unfamiliar circumstances. (Waters, 2011, p. 115; Murray, 2009, p. 147).

Provide Education, not Training. There is a subtle but important distinction between education and training. Education involves acquiring theoretical knowledge that helps develop reasoning, understanding, judgement and intellect in an individual. Education involves theoretical learning of general concept and is normally conducted in a classroom or an institution. In contrast, training involves instruction on a practical skill for a specific task. The Perry Center offers educational programs to its students, not training. In each case, the objective is to provide formal education to students who will then be able to apply what they learned to policy or doctrine within their own country. In the complex and quickly-changing security environment, officials must be intellectually adept and agile.

Academic Pedagogy. The William J. Perry Center for Hemispheric Defense Studies provides an important niche for geographic combatant commands (GCC) and the Office of the Secretary of Defense (OSD). Faculty at

the Perry Center are subject matter experts on Latin American and Caribbean security and defense matters. They have unique skills that make them valuable advisors to the GCCs and OSD. Most have advanced academic degrees, a qualification that requires sustained academic acumen, developed research abilities, and proven publishing capacity. As such, they are well-equipped to examine and advise DOD decision makers on the complex security and defense challenges in the Americas.

This academic approach provides a unique asset for U.S. Southern Command, U.S. Northern Command, and the Office of the Secretary of Defense. The GCCs are staffed by personnel that permits a whole-of-government approach. They are joint – they are staffed by members of each of the military services; interagency – they have representatives of dozens of other U.S. governments agencies, part of a team effort to address problems in the region; and they are international in the sense that they are also staffed by liaison officers from partner nations who assist with country-to-country matters. What the GCCs are missing is academic analysis of security matters. This is where the Perry Center comes in.

Moreover, most of the contemporary security challenges in the region do not permit a simple or conventional military response to the problem. Instead, problems such as organized crime, illicit trafficking, response to natural disasters, social protests, money laundering, and corruption require a whole-of-government effort. This demands a coordinated response and clear understanding of the capacities of interagency forces, a difficult task for even the most developed nations.

The Perry Center provides important academic assessments using a pedagogy that permits a comprehensive analysis of important security matters. Pedagogy is the art or science of academic instruction. The Perry Center uses courses, resident and in-region

academic programs, including conferences, seminars, forums, and courses, as well as through bilateral workshops, alumni outreach events, research and publications. These by themselves are not unique to the Perry Center; many of the other regional academic centers or universities have the same types of academic activities.

Two things make the Perry Center pedagogically unique. The first is its ability to draw students from so many countries together into one space for constructive academic debate. No other academic institution within the 35 nations of the Western Hemisphere can offer the same opportunity. The second advantage of the Perry Center is its vast network of practitioners and policy makers that are part of the Center's Outreach program. This is another unique ability of the Center; its ability to draw upon so many subject matter experts from diverse backgrounds and experiences.

Perry Center Students Profiles. The Center focuses its educational programs on civilian officials, and secondarily on the security forces (military and police). This supports the original mission of the Center as identified by U.S. Secretary of State William J. Perry who, in 1997, grew concerned about the absence of a corps of civilians with knowledge of defense and military issues in their countries. As a result, the Center aims for a ratio of 75-25 of civilian practitioners to members of security forces. Additionally, in keeping with Women, Peace, and Security (WPS) initiatives, the Center makes it a priority to invite a sizable proportion of women for each of its courses.

The Center provides formal education on security and defense-related matters to a range of students and practitioners. First, through its foundational courses such as Strategy and Defense Policy (SDP) and Caribbean Defense and Security Course (CDSC), the Center offers education to officials who may have recently begun their careers in government. Second, in its specialty courses such as Com-

bating Transnational Threat (CTTN) Course, Strategic Implications of Human Rights and the Rule of Law (HR/ROL), or Cyber Policy and Strategy Development, the Center provides education to mid-level officials in government who may have responsibility for developing policy or managing important security and defense programs. Last, through educational programs such as National Security Planning Workshops (NSPW), the Center provides education to senior security and defense officials who have responsibility for strategic-level decision making.

Participants in Perry Center educational events are normally officials and practitioners from institutions that work on security and defense matters. They may hail from a number of different sectors:

1. Civilian personnel from government ministries who work directly on or oversee security and defense issues. These students normally come from the Ministries of Defense or Interior in the partner nation.
2. Civilian personnel who work on or oversee security and defense issues from other government departments (e.g., Ministry of Justice, national legislature, military war colleges, etc.).
3. Members of the security and defense forces.
4. Personnel from civil society organizations with interest in security and defense matters including non-government organizations (NGO), academic institutions, and think tanks.

Because much of the Perry Center's academic material is at a graduate college level, there are a number of prerequisites or qualifications for all participants:

- Civilian applicants (government and non-government) must have a minimum of a four-year university or college degree or equivalent work experience.



2018 Annual meeting of the Regional Centers Academic Deans

- Military/Defense Force/Police applicants should be graduates of a Command and General Staff College (CGSC) or equivalent program.
- Fluency in Spanish for courses conducted in Spanish and, similarly, fluency in English for courses conducted in English.

Role of the Academic Dean. The Academic Dean is the head of the faculty and has responsibility for all academic programs at the Perry Center. Not unlike the other faculty members, the Dean will have a number of specialty skills that pertain to the Center's unique role in educating security and defense officials in the hemisphere: an advanced academic degree (normally a doctorate); expertise in security and defense matters; a lengthy record of research and publications; familiarity with Latin American and Caribbean politics, history, and culture; experience with national defense architecture, structures, and strategy; and well-developed language skills in English, Spanish, Portuguese, and/or French. However, unlike other professors, the Dean

is normally a senior scholar with extensive demonstrable experience in each of the skills required of Perry Center professors.

The Academic Dean has a unique role as an administrator of faculty and academic programs. Not only must the Dean contribute to the general governance of the Center, but he or she also manages fiscal resources such as the budget; leads search committees for new faculty members; assists with strategic planning; advises on faculty promotions, rewards, and retention; and recommends disciplinary measures in the event of unprofessional conduct by a member of the faculty.

The Dean also serves as the senior academic at the Center. In that capacity, he or she has responsibility for decisions related to the faculty and academic programs at the Center: the level of faculty research funding, publication decisions, course director assignments, sabbatical approval, and honorariums for visiting speakers, among many others. He or she also represents the Center during academic discussions with other parts of National Defense

University or with initiatives with sister institutions from the region.

Structure of Perry Center Courses.

Distance Phase of Course. Most Perry Center resident courses involve two distinct phases: a 4-week distance phase and a 1- to 2-week resident phase. Course directors, in consultation with the Academic Dean, have a lot of autonomy and discretion to organize courses as they deem necessary. Some consistency is beneficial for facilitators and administrators. The 4-week distance phase consists of online orientation via the Blackboard software program. The first of the four weeks is normally a chance for course participants to get familiar with Blackboard as an academic online program and to describe their background and current responsibilities to the course director, facilitators, and other students. The second week usually involves 1-2 reading assignments and online group discussions in which students can exchange ideas and perspectives on subjects related to the course. The third week may include additional reading assignments as well as online exercises. The fourth week, the period just before travel to Washington DC, is normally reserved for the students to finalize travel arrangements.

Participation in the distance phase of the course is obligatory. Students who do not participate in the online activities or who do not make an effort to answer online questions with substantive responses will be disenrolled from the course and not permitted to travel for the resident phase. In some cases, students may have legitimate reasons for not being able to participate in the distance phase. For example, students who may be required to travel as part of their official job requirements, students working in remote areas without internet access, or persons with family emergencies are situations that may merit exemption from the rule. These instances will be handled on a case-by-case basis. Facilitators will consult with course directors who in turn will make a

recommendation to the Academic Dean and the Registrar's office whether to permit the student to continue in the course. If participation is cancelled, the Registrar will alert the Security Cooperation Office (SCO) in the embassy of the student's country that the person's participation in the course has been cancelled.

Resident Phase of Course. The resident phase of the course normally lasts one to two weeks. The morning of day 1 is usually dedicated to introductions to Perry Center staff and faculty, student introductions, computer and library orientation, and per diem payments. Senior representatives from National Defense University (NDU) or senior government officials often serve as a keynote speaker to welcome the students and emphasize the importance of the course topic.

The remainder of the time on the resident phase may consist of lectures, guest speakers, group discussions, panels by subject matter experts, and exercises. Course directors may opt to take students on orientation visits to government institutes such as the Pentagon, the Department of State, Congress, or other sites.

A graduation dinner is traditionally held on the night before the final day of the course.

During the last day of the course, students receive graduation certificates normally from a senior government representative or distinguished scholar on the course subject.

Research and Writing Phase. In some cases, course directors may opt for a third phase of the course in which students write an essay on a matter related to the course. This is an optional phase and up to the discretion of the course director in consultation with the Academic Dean.

Academic Freedom. According to the National Defense University (NDU), academic freedom

is a vital characteristic of education centers, the “hallmark of an academic institution.” Academic freedom provides an environment to pursue and express ideas, opinions, and issues, free of undue limitations, restraints, or coercion by the organization or external environment. This is particularly vital for senior officers and government officials educated at the Center who must find solutions to complex multi-faceted security problems that may require unconventional methods and “out of the box” thinking.

NDU and the Perry Center subscribe to the American Association of University Professors’ statement on academic freedom issued in 1940. That statement defines academic freedom in terms of: freedom of research and publication of results; freedom of classroom teaching; and freedom from censorship when faculty speak or write as private citizens.

As a government center that helps craft policy for the U.S. government and partner nations’ leadership, Perry Center staff and faculty must adhere to certain practices that may not apply to members of private universities. For example, when acting as private citizens, faculty should make every effort to indicate that their remarks are their own personal opinions, not that of the government, Department of Defense, National Defense University, nor the Perry Center. In these cases, the faculty or staff shall carefully consider the effect their remarks may have, particularly if the comments are critical of U.S. policy or government and likely to generate public interest.

Section 4

Academic Standards

The William J. Perry Center for Hemispheric Defense Studies evaluates the students of its courses informed by the standards of the National Defense University. Course directors, in consultation with the Academic Dean, have a lot of autonomy and discretion on how to evaluate student performance and may select from a number of evaluation tools including exams, essays, and class participation in the work groups and in the exercises.



2017 CTOC Graduate

Golden Rules of Attendance for Perry Center students.

1. Respect the instructions, regulations, and customs of the Perry Center and the National Defense University.
2. Keep in mind the objectives and goals of the course. The Perry Center does not provide solutions but rather provides theoretical frameworks, lessons learned, and information on new trends to permit others to think constructively about problems.
3. Respect the opinions of others, even if they are contrary to your own. You are allowed to disagree but should do so without personally criticizing the other person. Do not forget that everyone is seeing the issue from their own personal experience and that of their country or profession.
4. Be active in group discussions. Participation by all the students provides for a rich and constructive examination of complex issues.
5. Be punctual to scheduled activities.
6. The course requires absolute dedication. During your time at the Perry Center, you should not be distracted by other work requirements or by opportunities in Washington DC even for official activities such as visits to your embassy.
7. Maintain the same enthusiasm for the duration of the course. Be positive, energetic, and constructive.

Non-Attribution Policy (Chatham House rule).

The Perry Center's location in Washington DC provides a valuable opportunity to hear experts from the political, diplomatic, economic, and defense communities share their perspectives and experiences in an academic setting that encourages constructive debate and dialogue. To foster an environment of openness and candid exchanges during seminars and other events, the Perry Center follows the Chatham House Rule. The Rule is simple: "When a meeting, or part thereof, is

held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."

Grading Rubric. As previously stated, course directors, in consultation with the Academic Dean, have a lot of autonomy and discretion on how to evaluate student performance in courses. Grade requirements should be clearly stated in the course syllabus including the evaluation rubric and the percentage value of each assignment. The evaluation is carried out according to the rubrics listed in Appendix 2.

Exams. Depending on the preference of the course director, the comprehension and analysis of the topics presented in classes, readings, and group discussions will be evaluated through written exams. Students should select a certain number of questions from a question bank that will be offered to them. The evaluation of examinations is carried out according to the rubrics listed in Appendix 2.

Contribution in the Working Groups. Active participation of the students is expected to contribute constructively in the discussions, doing it in a professional and respectful way towards the instructors and classmates. Differences of opinion should be discussed with reference to the subject in question and not to the person who holds a different idea. The contribution of the participants in the BOG will be made by the professors who act as facilitators. The evaluation of student performance in the Working Groups is carried out according to the rubrics listed in Appendix 2.

Proportion of Grade. The course director, in consultation with the Academic Dean, has the responsibility for determining how the course is graded. Normally, the final course grade consists of a weighted percentage comprised of exams, written essays, and the student's contribution during plenary sessions and group discussions.

Record of Grades. The course director is responsible for assembling grades and commentary on performance for each participant in the course. Grades and written assessments of students are passed to the Registrar's office that has responsibility for recording them in student profiles in case the student applies to another Perry Center course or event. Data on students is considered personal privileged information and should be treated in accordance with federal privacy rules.

Students should receive their grades as soon as possible following the end of the course. Grades can be passed by email or in person if completed before the students' departure.

Accreditation. The Perry Center is not an accredited institution. Some students, however, may receive credit from their home university or parent organization for attending Perry Center academic courses or other events. Additionally, attendance of Perry Center seminars or courses carry significant prestige are often recorded in a participant's curriculum vitae (CV). The Registrar's office can provide a certification of course attendance to those participants who require it.

Facilitator Instructions. Facilitation is a skill. The Breakout Group (BOG) discussions are an important feature of the Perry Center's academic program. It permits students from varying walks of life to share their perspectives and experiences in an open, academic environment that encourages critical thinking and reflection. In these circumstances, the facilitator's goals are to manage discussions between multiple individuals, keep conversations on track, and ensure each member's voice is heard.

Keys for successful facilitation.

Prepare in advance. Be familiar with the topic of discussion and associated theories and issues. Understand the reading assignments and the main points, methodologies, and alternate theories. Be knowl-



Professor Bill Godnick

edgeable of the most notable case studies particularly those from the hemisphere.

Establish the Ground Rules. Explain that the group discussion is an opportunity to hear from each student on his or her perspectives and experiences. Everyone sees the issues from their own personal experience and that of their country or profession. Understanding another's perspective is part of a broader, academic analysis that permits one to understand the multiple facets of a complex issue and contributes to an important whole-of-government solution. Each participant should respect the opinions of others, even if they are contrary to one's own. Rank, gender, or level of authority should not be leveraged in a way that discourages others to speak. Disagreement is permitted but it should be done in a manner that does not personally criticize the other person. Explain that everyone is expected to be active in group discussions but that one person will not be allowed to dominate the conversation. Those who are reluctant to contribute may be called upon by the facilitator. Establish a process by which to control who speaks first. For example, students can place their name plates on its side to signal they wish to make

a remark or observation. The facilitator should try to call on those participants in the order in which they signaled their interest to comment.

Explain your role as facilitator to the students. This is an opportunity to hear from the students. This does not represent an opportunity for the facilitator to provide his or her own presentation on the issue. The facilitator will guide the discussion, make sure that everyone has a chance to comment, and keep the dialogue focused on the topic at hand. At times, the facilitator can play “devil’s advocate” to explore alternate theories that will stimulate the conversation and force students to consider counterfactuals. The facilitator will also play timekeeper to ensure that, to the maximum possible extent, all the issues are covered in the time allotted.

Dealing with unproductive behavior. Difficult behavior is often unintentional or occurs as the result of an emotionally-charged situation. The facilitator may have to deal with inattentive members who are engaging in side-bar conversations, taking calls, or indiscreetly dealing with e-mail. The facilitator may also be required to manage participants who have a personal agendas or demonstrate disrespectful behavior. In these instances, progressive intervention is often the best approach. For example, restate the ground rules with emphasis on the rules that are being violated or use gentle and appropriate humor for redirection. At times, it may require the facilitator to direct one’s concerns to the individual. This is often done during a break so as not to embarrass the person in front of the group.

Moderator Instructions.

Perry Center faculty frequently serve as moderators on panels with subject matter experts. Panelists are often highly sought-after experts with impressive research or publications accomplishments. If organized properly, the panelists provide the audience a valuable opportunity to hear comparative perspectives on

important security and defense matters. Much of the success of the panel depends on how moderator manages it. If the speakers stray from the topic of discussion, take too long to get to the main points, or audience members dominate the discussions with lengthy descriptions of their own experiences, it is the responsibility of the moderator to intervene in order to keep the discussion focused on the main issues.

The conventional format of Perry Center panels is to have 2-4 subject matter experts and one moderator on stage. Following brief introductions to include Chatham House rules, the moderator may give each panelist a few minutes to describe their research or perspective on the topic. Following that, the remainder of the time is normally dedicated to a question-and-answer in which audience members have a chance to ask the panelists questions. For the benefit of the panelists and members of the audience, persons who ask questions should state their name and organization in order to provide some context of their background. If time permits, panelists may be given an opportunity to make a final brief summary.

Keys for successful moderation.

During the discussion, there are a number of techniques to ensure the panel is conducted effectively and informatively.

Timekeeper. First, the moderator serves as timekeeper. Introductions of panelists should be kept short in order to maximize discussion time. Depending on the format of the panel, each panelist may be given a few minutes to present his or her perspective on the topic at hand. The moderator should monitor the time to make sure one panelist does not dominate the conversation, speak for too long, and encroach upon the speaking opportunities of other panel participants. Likewise, during the question-and-answer (Q&A) session, audience members should be cautioned to ask concise, focused questions, not lengthy descriptions of

their own experiences or perspectives.

Focused discussion. Second, the moderator makes sure that the panelists stay “on message” and don’t stray from the main questions, intervening, if necessary to guide the panelists back to issues at hand.

Clarification. Third, moderators help clarify points mentioned by the panelists that may not be common knowledge to the audience or that may put the matter into context. For example, if a panelist mentions a name that is not familiar to the audience, the moderator might briefly interject with that person’s title or responsibility. Likewise, if a panelist uses an abbreviation or acronym, the moderator should cite the whole title for the benefits of the audience.

Improvise. Fourth, moderators should be prepared to fill lapses with their own questions. A good moderator, in preparation for the panel, will have researched the topic of discussion adequately and prepared a number of additional questions in case the panelists strays from the main issue or in case the audience goes quiet during the question and answer (Q&A) session.

Question and answer session. Last, the moderator should effectively manage the Q&A session in order to maximize the number of audience members who can query the panelists. Audience members should state their name and organization for the benefit of the panelists and other audience members. Additionally, they should be cautioned to ask concise questions that address the main topic of discussion, not use the moment to editorialize or express their own opinions. If a question is inappropriate or unrelated to the topic of discussion, the moderator may intervene or reframe the question. In order to maximize the number of questions that can be addressed, moderators may ask for a number of questions at one time. Questions may be directed to a specific panelist or to the entire panel. Last, the moderator can direct questions to panelists who may not

be receiving audience queries in order to equitably distribute the questions.

Sexual harassment policy.

Participants in Perry Center events are expected to comport themselves in a professional manner at all times. Sexual harassment is the bullying or coercion of a sexual nature or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. This includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. The Center has a zero tolerance policy for sexual harassment. Violations of this policy may be dismissed from the course and prohibited from attending future Perry Center events.

Measures of Effectiveness and Indicators of Achievement.

In order to gauge the effectiveness of the course content and faculty ability to educate students on the objectives of the course, the Perry Center considers the following indicators of achievement:

1. The students’ level of interaction and level of participation in chat-rooms and video conferences during the online phase.
2. The students’ general level of participation during interaction in plenary sessions as well as in small discussion groups with their colleagues under the guidance of Perry Center facilitators.
3. Their solutions for proposed exercises during the course.
4. Their responses to daily and end-of-course critiques, especially as to whether the course attained its objectives and increased their knowledge of course material.
5. The results of tests and examinations.
6. Continued interaction with Perry Center professors and staff.
7. Requests for participation in Perry Center-sponsored seminars, workshops and other in-region activities.

Section 5

Academic Integrity

The Perry Center operates with the highest standards of academic integrity. There is zero tolerance for academic dishonesty. This section of the Faculty Handbook addresses two key areas: (1) the academic integrity applicable to students and participants of the Perry Center and (2) the academic expectations of faculty and staff.

It is the responsibility of all Perry Center students and faculty to be familiar with the academic integrity policy and to comply with all expectations. Not being familiar with this policy is not an excuse for failing to comply with standards of scholarly ethics that are customary throughout academia.



2018 SDP alum

Academic Dishonesty. Academic dishonesty includes but is not limited to the falsification of professional and academic credentials, the obtaining or granting of assistance in an examination, helping another student with unauthorized assistance, unauthorized collaboration, multiple submissions of the same report, and plagiarism.

Some of the most common examples of academic dishonesty include:

Forgery of professional and academic credentials. Students and faculty are required to provide accurate and verifiable information of their academic and professional training. If a student is admitted to the Perry Center with false credentials, he or she will be sanctioned.

Multiple presentations. Students and faculty are prohibited from submitting documents or papers (complete or several paragraphs) that were or are being presented to obtain academic credits in other institutions. This work cannot be presented at the Perry Center without the prior written approval of the professor as well as the other institution.

Plagiarism. The unauthorized use, intentional or otherwise, of the intellectual work of another person without giving the appropriate credit to the author. While plagiarism is most commonly associated with writing, all types of academic work, including computer code, speeches, slides, music, scientific data and analysis, and electronic publications, are included in the category of plagiarism. Plagiarism can be more explicitly defined as:

- Use exact words from another person without the quotes and a citation.
- Paraphrasing the words of another person without a citation.
- Using the ideas of another person without giving the credit by means of a citation.
- Using the information on the Web without giving you credit through a citation. (For example: if a student or professor of the Perry

Center copies a section of material from a source located on the Internet (such as Wikipedia) in a document, essay, article or book, even if that material does not have copyright, that section must be duly cited to show that the original material was not the student's.

Academic Integrity applicable to the Faculty and Administrative Staff.

The teaching and administrative staff of National Defense University also have the duty to adhere to the highest standards of integrity and academic responsibility. The publications, or presentations used in the courses, must give credit to the intellectual property of the third parties.

Sanctions for Violations of Academic Integrity.

Penalties for violating the rules of academic integrity include, but are not limited to: expulsion, suspension, denial or revocation of certificates, a "no credit" or incomplete grade, or other administrative sanctions. Future participation in Perry Center events will be in jeopardy. Members of the United States military may be subject to non-judicial or administrative punishment.

Section 6

Faculty Requirements and Expectations

Perry Center faculty are subject matter experts on security and defense matters, particularly those associated with countries in the Western Hemisphere. As academic professionals, they are the personification of the Perry Center as an academic center of excellence in the Americas. Through courses, conferences, research, and publications, they provide important academic perspectives that decision makers in the U.S. and partner nation countries can translate into policy.



2017 CDSC Faculty

In general, Perry Center faculty have a number of unique skills:

- Expertise in security and defense matters.
- Advanced academic degrees (doctorate preferred) in political science, international relations, history, sociology, conflict resolution, and other associated fields.
- Demonstrable record of research and publications.
- Knowledge of Latin American and Caribbean politics, history, and culture.
- Familiarity with national defense architecture, structures, and strategy.
- Well-developed language skills in English, Spanish, Portuguese, and French.

Faculty Responsibilities and Expectations. A professor's contribution to the Center will be evaluated on his or her ability to:

Develop curriculum. Fundamentally, Perry Center professors are educators. They develop academic curriculum on a number of important topics related to security and defense: good governance, civil-military relations, counterterrorism, interagency coordination, international humanitarian law, human rights, military strategy, rule of law, security sector reform, and transnational organized crime, to name a few. Faculty will be cognizant of emerging academic theories and case studies in order to update and improve their course content with the most current perspectives. In general, faculty are evaluated on the originality, diversity, and depth of the curriculum they develop.

Teach. Performance in the classroom is essential. Faculty members are expected to have excellent teaching, facilitation, and pedagogical skills in order to effectively communicate course content to students. These skills may include combination of knowledge of the subject matter, effective classroom manage-

ment, developing a strong rapport with the students, adaptability, creativity, eloquence, time management, and personal passion. Faculty performance in the classroom is assessed through peer evaluation, student critiques, quality of the presentation, and complexity of the topics they teach.

Publish. Publications are an important indicator of the professor's academic abilities. Written reports – particularly peer-reviewed journal articles and books - are the culmination of rigorous research and writing efforts that demonstrate one's ability as a leading scholar. The lengthy publication process demonstrates a professor's proficiency to identify important problems or questions in policy matters related to security and defense; conduct investigative research into the topic to include literature reviews, counterfactuals, and case studies; and synthesize the material into an understandable and concise summary. The final written product may serve as an important advisory report for decision-makers attempting to implement policy for complex, multi-faceted security and defense problems in the Americas. It also elevates the reputation of the Perry Center as a leading academic center of excellence. Faculty performance with regard to publications is determined by the frequency of published reports, the complexity of the issues examined, and the prestige of the journal or location in which one publishes. At a minimum, faculty are expected to produce two publications each academic year.

Serve as Subject Matter Experts. Perry Center faculty are often internationally-renowned academic experts. They may have devoted years to studying, teaching, researching, publishing, and presenting on one or more security and defense matters. They are often highly sought after subject matter experts who are invited to speak at conferences, testify before Congress, publish reports on their topic of expertise, referee scholarly work for peer-reviewed journals, and hold leadership positions in professional organizations or associations.

In general, a professor's evaluation as a subject matter expert may be determined by his or her participation in regional or international conferences, participation as invited guest lecturer at academic events, and participation in advisory sessions with senior policy makers.

Fulfill collateral duties. Much of the professional work of the Perry Center faculty also involves significant collateral duties. Professors normally have collateral responsibilities associated with video teleconference coordination, research initiatives, or publications programs. Additionally, Perry Center professors frequently interact with students and colleagues in communities of practice (COP) or outreach programs. These various collateral duties, while not as visible as conference or course presentations, are an important part of the Center's efforts to cultivate a team of professionals on security and defense matters throughout the hemisphere. A professor will be evaluated on his or her administrative contributions by the scope, frequency, and complexity of the programs.

These are general guidelines to consider when assessing faculty duties. Some Perry Center professors may be significantly involved in one or more of these responsibilities while, at the same time, not having additional responsibilities in another area. Perry Center leadership will consider the faculty member's contributions as a whole rather than by specifically through each of these duties.

Evaluation System. The Perry Center uses a Defense Civilian Personnel Data System (DCPDS) called MyBiz+. It permits DOD employees to access a number of human resource functions including personnel action processing, performance appraisal, pay adjustments, leave and benefits, employee professional development history, position information, notification of personnel actions (SF50) and more. Access to MyBiz+ is available with a Smart Card Access (CAC).

For Perry Center personnel, one of the most regularly used components of MyBiz+ is the personnel performance and appraisal page. Appraisal start dates are normally April 01 of each year and go through until March 30 of the following year. Perry Center faculty, for example, are appraised on their performance in three elements: (1) Education, (2) Outreach and Service, and (3) Research and Professional Development. At the start of the appraisal period, the employee identifies his or her goals for the year. At the end of the appraisal period, the employee is evaluated on what he or she has accomplished as compared to the original objectives or goals.

Section 7

Outreach and Alumni Relations



Costa Rica Regional Event HR-ROL 2017

One of the Perry Center's unique competencies is its ability to develop and maintain a robust alumni network of former participants. Over 6,000 students from nearly 30 countries have passed through the Perry Center's doors, and many of these graduates have gone on to lead the most prestigious defense and security institutions in their countries as ministers, senior policymakers, and military commanders. This represents a pool of enthusiastic and energetic professionals and scholars who can help inform U.S. policy makers on important issues in the region. As such, the Perry Center Outreach Program is a valuable tool to network with alumni, to leverage U.S. influence in the Western Hemisphere, and to help U.S. policy makers understand interests of partner nations in the region.

Guidance from the Office of the Undersecretary of Defense for Policy (OSD Regional Center FY16-17 Policy Priorities) recognizes the unique contribution the Outreach programs of the regional centers. The OSD guidance directs the Perry Center to "maintain contact and substantive engagement with partner nation security sector officials through the course of their careers by regularly invigorating the alumni network through a variety of efforts." The Outreach program contributes to the effort to make the Perry Center the "partner of choice" among Western Hemisphere nations. Currently, the Perry Center Outreach Program maintains contact with alumni from 33 countries.

Outreach objectives. In order to strengthen the Center's alumni networks, and to better leverage them as a resource of Policy and the GCCs, the Center will:

1. Maintain contact with partner nation security officials throughout the course of their careers with contact ideally beginning at the early stages of a career and continuing until they achieve

senior leader status. Contact can range from attending an in-residence event to receiving a periodic newsletter.

and carry out separate community of practice and roundtable events on similar topics.

2. Focus Outreach efforts to support specific academic and policy objectives in accordance with OSD-WHA and GCC priorities.

3. Utilize respective alumni networks to provide access and build partner nation political support for academic activities of interest to the Center (e.g., good governance, civil-military relations, counterterrorism, interagency coordination, international humanitarian law, human rights, military strategy, rule of law, security sector reform, and transnational organized crime).

Alumni Associations. As a part of the Center's commitment to continuing education, the Outreach program supports a variety of formal and informal educational experiences for Perry Center alumni after graduation. These events include in-person and virtual seminars, communities of practice, workshops, and other collaborative activities designed to engage the alumni community, support professional development, build relationships, and foster collaboration. The Perry Center's principal vehicles for these educational outreach programs are its alumni associations.

The Perry Center also collaborates with alumni and partner institutions around the region to conduct several high-level seminars and institutional visits, to promote the exchange of information, and to enhance institutional connections. These seminars cover a variety of topics, including combating transnational organized crime, cybersecurity, human rights, and rule of law. Seminars may consist of a series of subject matter expert lectures and interactive panel presentations that allow participants and alumni to deepen their understanding of issues affecting the region and discuss strategies to address emerging and long-term challenges. In addition to these engagements, alumni networks often organize

Section 8

Communities of Practice (COP)



Graph caption: Tools and hierarchy of the Perry Center Communities of Practice.

References:

- a. Policy Guidance for the DOD Regional Centers for Security Studies (“RC Crosscutting Guidance”) November 7, 2016.
- b. Assistant Secretary of Defense Memorandum for Regional Centers “Regional Center FY 16-17 Policy Priorities” June 3, 2015.

Objective. In accordance with the Office of the Secretary of Defense (OSD) policy guidance to “grow, sustain and further leverage a collaborative global network of security sector practitioners” the Communities of Practice are tools for: 1) building trusted relationships, 2) progressive learning and thematic development 3) engaging in community actions such as small group projects, sharing resources and lessons learned, and 4) creating knowledge, going beyond current practices, and problem solving.

The primary virtual platform for these communities is Google Groups. Regional conferences and events such as video conferences are additional activities that may be utilized to strengthen and develop these communities.

As of December 2018, the Perry Center has six Communities of Practice. Corresponding to the three thematic programs are: Defense Governance, Countering Transnational Threats, and Human Rights and Rule of Law. These three Communities of Practice are the responsibility of each respective Program Manager. The Cybersecurity, Caribbean Security and Defense Strategy, and Defense Policy Communities of Practice correspond to specific courses and the

managers of these COPs will be appointed by the Dean of Faculty and Academic Affairs, but will generally be the director for the respective course/COP.

The first point of entry for COP membership are WJPC courses. Others may join at the invitation of the COP lead. Perry Center students and/or alumni may wish to create their own groups utilizing social media or other virtual platforms. Those groups are not the responsibility of the Perry Center. Professors may choose to engage (or not) within those platforms. The Perry Center COPs utilize Google Groups as the sole WJPC-sponsored Community of Practice platform.

Support. Faculty serve as sponsors and mentors for the COPs via regular interaction with their communities, sharing new content, articles of interest and encouraging discussion on the platform. The Alumni Outreach office provides support by managing the mechanics of the platform, adding new members, introducing the Communities of Practice to resident courses and coordinating regional and virtual activities that support the COPs.

Measures of Effectiveness (MOEs). Faculty are expected to report out anecdotal, qualitative and quantitative measures of activity and reach, reflecting the four tiers of interaction as described in the Vision and Design (community building, advance learning, develop best practices, knowledge sharing, problem solving). The alumni outreach office is responsible for ensuring that MOEs are recorded in the Regional Centers Persons Activity Management System (RCPAMS) and available for annual reports and other documents.

Planning. COPs fall under indicators of success per policy definition. COPs shall be incorporated into FY program planning, considering activities such as regional events for COP members.

Network. The alumni network and the ongoing relationships with alumni have been identified

by OSD as a comparative advantage of the regional centers. This advantage is what builds and feeds the communities of practice as an important tool for ongoing engagement. While alumni chapters and associations function at a national level, COPs are multinational, thematic in nature and cut across all nations in the Americas and beyond.

Section 9

Registrar Processes



Perry Center Alumni. DPCT 2018

The Perry Center conducts between six and ten courses a year covering a variety of topics ranging from cyber security to human rights and the rule of law. For an up-to-date list of all of our upcoming courses (including application deadlines and other pertinent information), please review the calendar on the Perry Center webpage, www.williamjperrycenter.org.

Although the majority of Perry Center students are civilian and military representatives of Latin American and Caribbean governments, the Perry Center also seeks a diverse student group who can bring varying perspectives to the course discussions. Students, for example, from international organizations, regional policy bodies, members of civil society, or citizens of countries outside the hemisphere that share mutual interests in the Americas bring unique and rewarding perspectives to the courses.

Civilian Candidates. The majority of civilian candidates are identified in partnership with the ministries of the host-nation's government, including the police and security forces. Government and non-government civilian candidates may apply directly to the Perry Center.

Military Candidates. All military participants are selected by the U.S. Security Cooperation Office (SCO) / U.S. Military Liaison Office (MLO) in partnership with the host-nation's ministries that manage security and defense matters. Military candidates must submit their application through these channels. The preferred rank for resident courses is Lieutenant Colonel/Commander (O5) or Colonel/Captain (O6). U.S. military officers or their training office may contact the Perry Center Registrar office directly.

Self-Nominees. Whereas most partner nation representatives are selected through consultation with the U.S. Security Cooperation Office (SCO) in each country, student candidates

outside that process may apply to the courses through a self-nomination process described in the Perry Center homepage, <http://williamjperrycenter.org/academics>.

Course Costs. The Perry Center grants full scholarships to individuals selected to attend resident courses in Washington, DC. Scholarships include round-trip airfare, lodging for the duration of the course, and all meals (combination of contracted meals and per diem payments). There is no course cost (tuition). Scholarships are not available for certain courses such as the Washington Security and Defense Seminar (WSDS).

Scholarship recipients are responsible for obtaining a valid visa to enter the United States. The Perry Center Registrar office and the United States Security Cooperation Office in each country will assist participants with this process. Costs to procure a visa to attend a Perry Center course are reimbursed (with receipts). The Perry Center cannot reimburse visa costs for candidates who are not selected to attend. Fees to obtain a passport are not reimbursable.

U.S. citizens cannot (by law) receive scholarships, but may apply to attend when self-funded. U.S. citizens and other self-funded candidates should contact the Registrar's office for additional guidance at chdsregistrar@ndu.edu.

Citizens of countries most commonly designated as "High Income" by the World Bank are not eligible for scholarships. As of December 2018, this restriction applies to the following Western Hemisphere nations: Antigua and Barbuda, Bahamas, Barbados, Canada, Chile, St. Kitts and Nevis, Trinidad and Tobago, and Uruguay. Citizens of these countries may still apply to courses, but in a self-funded status. Should this situation change, the Perry Center will update its web site and notify its alumni networks.

Perry Center Alumni. Graduates of Perry Center resident courses may not apply to the Strategy and Defense Policy (SDP) or Caribbean Defense and Security (CDSC) courses. Graduates of Perry Center resident courses must wait a minimum of twelve (12) months to apply to a new course. Example: if a student graduated from a resident course that began in October 2016, he or she may apply to a resident course that begins in October 2017 or later.

Language Requirements. Resident courses are conducted in either Spanish or English, with no interpretation. Participants in all specialized courses conducted in Spanish must also be capable of reading and analyzing graduate-level English. English writing and speaking skills are not required. During the application process for certain courses students may be required to submit current (within five years) test results from an English reading proficiency test (TOEFL, TOEIC, ECL, etc.) or an explanation of how the student acquired your English reading skills. Courses requiring additional English skills are identified in the course description.

Submitting Your Application. All application documents must be submitted electronically either via e-mail or fax to the CHDS Registrar, chdsregistrar@ndu.edu. The subject line for email should be your last name, country, and the acronym for the course to which you are applying. (e.g. Subject: Martinez – Mexico – SDP Application)

Documents and Attachments. A complete list of application requirements is contained on the Perry Center webpage. It consists of:

- Application form
- Curriculum vitae (not to exceed four pages)
- Letter of recommendation from supervisor
- Second letter of recommendation
- Up to two additional letters of

recommendation (optional)

- Documentation of English-reading proficiency (when required)

Letters of Recommendation. Two letters of recommendation are mandatory for all courses. One letter of recommendation must be from your supervisor/chain of command and specifically indicate, should you be selected to participate, what benefits you will offer and be derived from the course. The second mandatory letter of recommendation should also address these same points. All letters must be dated within 60 days of applying. Individuals who are independent contractors or sole proprietors must still submit two letters of recommendation. All letters of recommendation should be addressed to the Director of the William J. Perry Center for Hemispheric Defense Studies.

Application Deadlines. Deadlines for applying to our courses are shown on both the Perry Center web page as well as on our application forms. The deadline for United States citizens is the same for all other candidates, but the Center will accept late applications up to eight weeks before the resident phase of a course begins (this does not guarantee participation, however). Candidates with dual citizenship (USA and another country) seeking a scholarship must comply with all application requirements for non-US citizens, and are handled on a case-by-case basis.

Application Receipt and Acknowledgement. The Perry Center Registrar office will acknowledge receipt of applications via email. This will occur within ten working days. If you do not receive an email acknowledgement of receipt after ten working days please contact the registrar's office via email at chdsregistrar@ndu.edu.

Evaluation and Notification Process. Many factors are considered during the evaluation process including the candidate's profession-

al and academic background, the number of previous courses a person has attended, and the interval between courses, both at the Perry Center and at other Regional Centers (including the George C. Marshall Center for Security Studies (GCMC) and the Daniel K. Inouye Asia-Pacific Center for Security Studies (APCSS).

All candidates will be notified via email approximately ten weeks before the resident phase begins whether they were 1) selected as a participant, 2) selected for the waiting list, or 3) not selected. Since each course receives many more qualified applicants than there are seats, it is not possible to provide a detailed explanation as to why any individual candidate was not selected.

Section 10

Publications Program



Perry Center Publications

References:

- (a) Perry Center Publications Handbook (30 Jan 2018)
- (b) Perry Center Writing Guide (15 Jan 2014)

Both references are available on the Perry Center webpage at <http://williamjerrycenter.org/publication-types/publication-resources>

The Perry Center seeks serious analyses of contemporary security and defense policy issues, theoretical and conceptual issues in security studies, and historical questions related to security and defense issues, particularly in the Americas and the Caribbean. The editors especially encourage submissions contributing new knowledge of the field and welcome innovative, theory-aware, and critical approaches. A principal aim of the Center is to encourage debate and discussion across disciplines and geographic areas. Articles that bridge the academic-practitioner divide and represent a range of voices, including those of civil society and policymakers, are encouraged. The editors rarely decide to seek articles on a particular topic, although from time to time the Center may commission articles on topics that have not been addressed in recent issues of publications.

Perry Center publications are for an international and domestic audience. The Center accepts publications in English or Spanish. In general, the purpose of Perry Center publications is to promote research on and understanding of security and defense-related issues for practitioners, scholars, and students in the Western Hemisphere. The Center's publications are

interdisciplinary, focusing on political science, law, sociology, international relations, and history.

Goals. Manuscripts are more likely to receive serious consideration if they offer one or more of the following:

Originality. The Perry Center strongly prefers articles that reach new and interesting conclusions or that offer new information or evidence.

Theory. The Center encourages articles that propose, test, refine, or apply theories of security and defense that are relevant to the use, threat, and control of force in the Western Hemisphere and, in particular, in the Americas and Caribbean.

Challenges to conventional wisdom. Articles that challenge conventional academic or policy wisdom are more likely to be published than those that reiterate well known and widely held views.

Coverage of important topics. In general, the Center prefers articles that address broad and major topics. We are more likely, for example, to publish an article on the future of the inter-American security system or the transnational threats in the twenty-first century than one on civil-military relations in a small country.

Long shelf life. The Center prefers articles that are unlikely to be overtaken by current events and that will be read with interest for several years.

Accessibility to a wide audience. The Perry Center tries to publish articles that can be read by nonspecialists as well as by academic experts in a particular field.

Topics of Interest. Submissions are welcome but not limited to the following topics:

- Civil-Military Relations
- Corruption
- Counter Drug Strategy
- Counterinsurgency
- Counterterrorism
- Critical Infrastructure Protection
- Cybersecurity
- Defense Economics
- Defense Governance
- Defense Institution Building
- Demobilization, Disarmament, and Reintegration (DDR)
- Drug Policy
- Foreign Policy
- Hemispheric Security and Defense
- History of Western Civilization
- Homeland Security
- Human Rights
- Interagency Coordination
- International Cooperation
- International Humanitarian Law (IHL) or Law of Armed Conflict
- International or Regional Organizations (OAS, UN)
- International Policy
- International Security
- Migration
- Military History
- Military Sociology
- Military Strategy
- Ministries of Defense
- Nation Building
- National Security Studies
- Organized Crime
- Private Security
- Rule of Law
- Security and Defense Education
- Security Sector Reform
- Stability Operations and Peacekeeping Ops.
- Terrorism
- Transitional Justice
- Transnational Security
- Transnational Organized Crime
- U.S. Foreign Policy toward Latin America
- U.S. National Security Decision-Making Process

Double-Blind Peer Review. Once the editorial team receives a manuscript, it will be checked for basic criteria and formatting requirements. If deemed potentially acceptable for publishing, it will be submitted to a double-blind peer review. Some shorter articles may only be subject to editorial review.

In double-blind peer reviews, both the reviewer and the author remain anonymous. Author anonymity prevents any reviewer bias based on, for example, an author's country of origin or previous work. Articles written by "prestigious" or renowned authors are considered on the basis of the content of their papers, rather than on the author's reputation. It is uncertain whether a paper can ever truly be "blind"—particularly in specialty "niche" areas. Reviewers can often identify the author through the paper's style, subject matter, or self-citation. Despite that, the process is designed to provide the most objective review of the material possible.

The Perry Center editorial team will remove all names and identifying marks from the manuscript and send it to two Perry Center faculty members or outside reviewers. The reviewers will be subject-matter experts on the topic of the article, hence qualified to comment on the accuracy and originality of the paper. Reviewers will make a recommendation to the Editor-in-Chief as to the suitability of the paper for publication. Additionally, reviewers are encouraged to submit constructive comments and suggestions on how the manuscript may be improved. These comments may include grammatical, mechanical, or methodological recommendations.

The manuscript author will be informed of the publication decision as quickly as possible. Reviewer comments will be made available to the author.

A rubric for the Peer Review is provided in Appendix 1 of the Publications Handbook.

Security Review Requirements for U.S. Authors in U.S. Government Journals

References:

- (a) ASD-SPC Memorandum, Subject: Regional Center FY16-17 Policy Priorities, signed 3 June 2015
- (b) DASD-WHA Memorandum, Subject: Western Hemisphere Defense Policy Priorities for 2016, signed 21 January 2016
- (c) DoD Directive 5230.09 Clearance of DOD Information for Public Release, August 22, 2008.
- (d) DOD Instruction 5230.29 Security and Policy Review of DOD Information for Public Release, January 8, 2009.
- (e) Defense Office of Prepublication and Security Review, <http://www.esd.whs.mil/DOPSR/>

Manuscripts prepared by U.S. Department of Defense (DOD) personnel and proposed for public release in U.S. government journals (like the Perry Center publications) must be submitted to the Defense Office of Prepublication and Security Review (DOPSR) for a security and policy review. These safeguards exist to ensure that sensitive information is not inadvertently disclosed to the public and that information submitted for public release does not compromise national security. Even retired personnel, former DOD employees, and non-active duty members of the Reserve Components are required to use the DOD security review system. Clearance for publication shall be granted if classified information is not disclosed, DOD interests are not jeopardized, and the author accurately portrays official policy, even if the author takes issue with that policy. Failure to comply with this requirement and process may result in administrative or legal action.

In general, the review program is directed at information that:

- has the potential to become an item of national or international interest;
- affects national security policy, foreign relations, or ongoing negotiations;
- concerns a topic of controversy among DOD components or with other Federal Agencies;
- is presented by a DOD employee who by virtue of rank, position, or expertise would be considered an official DOD spokesperson.
- The length, complexity, and content will determine the number of reviewing agencies required to review and, consequently, the time it will take to complete the review. In general, the following time requirements are required for DOPSR reviews:
 - nontechnical papers: 10–15 working days
 - technical papers: 15–20 working days
 - manuscripts and books: 30–45 working days
 - policy or position papers and reports: 30–60 working days

DOPSR will not review documents already in the public domain. Likewise, DOPSR will not review documents in a language other than English. Draft versions of manuscripts will not be accepted for review by DOPSR.

The Perry Center publications team will be responsible for submissions to the DOPSR. Authors can also submit their article to the Office for Security Review on their own. However, they have to show proof to the Perry Center publications team that their finished product was security-reviewed before it goes in any publications.

Additional information regarding the DOD publication review process can be found at:

<https://www.ndu.edu/prepub-review/>

Section 11

Faculty Research and Professional Development



Perry Center's Governance Program Faculty Visit Guatemala's Security Studies Institute. November 2018

Research is an essential part of the Perry Center's academic objectives. Faculty members apply quantitative and qualitative methodology to complex security and defense problems and then recommend practical solutions for policy makers that may make the countries of the Western Hemisphere safer and more prosperous places to live. The research can provide new ideas, methods, techniques, and can spur innovation. Simply put, the purpose of research is to inform action and policy.

Similar to the "scientific method," the process of academic research in the "soft sciences" normally involves a number of basic steps. The research begins with a question or an observation. From this starting point, the person may identify a thesis statement or a theory on why something occurs. So that practitioners can use the research, the main theory must be supported by cogent and logical evidence organized in a manner that is understandable and viable. The evidence may be supported by quantitative material (statistics or surveys, for example) or qualitative material (interviews, primary source document review, or case study analysis). A literature review helps identify previous research that also addressed the problem. Counterfactuals may be used to acknowledge weaknesses in the theory. Clear "proof" of a solution is rarely achievable; there are too many factors associated with human behavior to provide a recommended course of action that will work with absolute certainty one hundred percent of the time. The end product is often a published report that can be examined by peers, discussed in conferences, replicated by others, tested by skeptics, and inform policy makers.

Perry Center Research. Professors are encouraged to conduct research that supports the academic interests of the Center. Funds for travel will be provided and time will be allotted for research trips. Research proposals should be presented to the Academic Dean for review. In

turn, the Academic Dean will make a recommendation to the Director on how to support the proposal. Professors are expected to publish their conclusions.

Professional Development Opportunities. Perry Center faculty can attend professional seminars that improve their knowledge of issues of concern to the Center. In the past, professors have attended courses on the use of force, conferences to share research with peers, and seminars to hear from subject matter experts. The Latin American Studies Association's (LASA), for example, annual conference is a widely-attended academic event, the largest organization of its kind that focuses on issues in the Western Hemisphere. It represents an outstanding opportunity to network with Perry Center alumni and other leading academics. It also provides a chance to hear paper proposals reviewed by peers. The Congresses meet each year in May in different locations. Proposals are normally due in the September of the year before the Congress.

Institutional Review Board

Research with human subjects requires a special attention to ethical rules and processes. Nazi medical experiments on prisoners, the Tuskegee Airmen Study, Milgram's Obedience to Authority study, Zimbardo's Stanford Prison Experiment, Humphreys's Tearoom Trade study, and Peruvian government sterilization programs of indigenous groups are just a few examples of the criticality of ethics in research programs.

In 1979, the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research established a code of ethics for U.S. research involving human subjects. The code, called the Belmont Report, outlined three key ethical principles for conducting research with human subjects: respect for persons, beneficence, and justice. In 1991, the U.S. Department of Health and Human Services (HHS) wrote it into its own

regulations, "Basic HHS Policy for the Protection of Human Research Subjects." The regulation was subsequently adopted by 15 other major federal agencies and became known as the Common Rule.

Informed Consent. Voluntary and informed consent is one of the key components of IRB requirements. Researchers must follow three key rules: (1) disclosing to potential research subjects information needed to make an informed decision; (2) facilitating the understanding of what has been disclosed; and (3) promoting the voluntariness of the decision about whether or not to participate in the research.

Minimizing Harm. "Do no harm" is a common trope associated with Institutional Research Board (IRB). Researchers can ask themselves what they can do to mitigate harm to persons involved in their study.

1. What are the possible harms that could result from my research? Is it possible that there will be harm to the group(s) of which my research subjects are members?
2. Are there any possible unintended consequences of my research such as stigmatization or discrimination?
3. If I were a member of this group, how would I feel about the research findings - positive or negative?
4. Do the potential benefits of my research outweigh the harm to the subjects and to the population?
5. Can I predict how the results of my research findings could be used by others (such as, the media or government)?

NDU Guidance. Unless superseded by another university or institution in which the professor is working, NDU guidance on IRB procedures will be the governing doctrine for Perry Center staff and faculty conducting research on human subjects.

Section 12

Honorariums



Speaker during a 2018 WSDS course

Visiting Speaker Honorariums. Distinguished visitors and subject matter experts bring immense academic and policy experience to the Perry Center. Recruiting experts in the fields of security, defense, politics, government, academia, and diplomacy enriches the students' experience. These opportunities present an important opportunity for our students to hear from the best subject matter experts on security issues in Latin America. The subject matter of their lectures present complex issues that require a speaker with unique skills in this area to address. The honorarium will encourage future participation by speakers and will help establish an important relationship with the Perry Center that will undoubtedly be beneficial in future academic opportunities.

Honorariums generally are offered as \$500 for midgrade scholars and \$1000 for more reputable scholars with extensive expertise. These rates are for events in which the scholar is the sole speaker. If the scholar is one of a number of speakers on a panel, these honorariums can be pro-rated to match the amount of time and effort provided. These can be approved by the Perry Center Chief of Staff with notification of the Directory. In cases in which a senior official with protocol requirements, the Director will be the approving authority. In extremely special cases, an honorarium of \$1000 can be paid for senior dignitaries. Notification of NDU leadership is normally required in these cases.

A sample template for an honorarium request is in Appendix 4.

Faculty Honorariums and Gifts in Kind. Perry Center faculty and staff are subject matter experts in security and defense matters related to the Americas. As such, they may be frequently invited to teach, speak at, or write for groups outside of National Defense University (NDU). In general, Perry Center personnel are not permitted to accept compensation from any non-federal source for performing duties directly associated with one's job. In other words, if

the compensation is offered because of one's position rather than one's expertise, compensation is prohibited.

is highly advisable to contact the Perry Center Chief of Staff or the Defense Security Cooperation Agency (DSCA) Designated Agency Ethics Official (DAEO).

Faculty or staff personnel may be offered gifts of travel (e.g., transportation, meals, and/or lodging) or honorariums associated with an academic event. These may be acceptable if the following conditions apply: (1) prior permission is received from one's government agency and (2) the compensation is based on one's expertise rather than one's position in the government.

Hatch Act. The Hatch Act restricts partisan political activities of civilian DOD employees. In general, most DOD civilians may engage in partisan political activity, but only during non-duty hours and outside the Federal workplace. Political activity is defined as an activity directed toward the success or failure of a political party, a candidate for political office, or a partisan political group. This includes but is not limited to serving as a delegate to a political party convention, wearing a partisan political button in the office, working for a political party at the polls on Election Day, using office email to forward campaign information, and soliciting contributions for a candidate. Active duty military personnel have similar rules which are described in DoD Directive 1344.10, Political Activities by Members of the Armed Forces.

Disclaimer. Presentations associated with a speaking event or a written report for another institution should include a disclaimer that reads: *The views represented are those of the author and do not necessarily reflect those of the Perry Center, the Department of Defense, or the U.S. Government.*

These rules are complicated and nuanced. A traveler who accepts a gift of travel inappropriately may be subject to disciplinary action and may be required to pay the U.S. Treasury the value of the gift out of personal funds. If there are doubts about the legality of one's action, it

Section 13

Academic Inter-Institutional Collaboration

The Perry Center has a number of partner institutions within Latin America. These allow collaboration on academic topics between institutions with common interests in security and defense issues in the Western Hemisphere. The Education Outreach Coordinator maintains a list of Institutional agreements.



April 2018, Brazilian Superior War College Visit



November 2018, Argentine-American Dialogue Foundation Delegation Visit

Section 14

Conferences and Hemispheric Forums



June 2018 Hemispheric Forum "Central American Maras: Tier 1 Threat?"

In order to accomplish its OSD and GCC objectives, the Perry Center frequently hosts academic conferences. This permits subject matter experts (SME) to exchange ideas in a collaborative academic event that is often presented in front of a larger audience. Conferences provide an important channel for exchange of information between researchers and academic professionals. The Hemispheric Forum, for example, is a unique Perry Center conference that takes advantage of the abundance of subject-matter experts and the community of interest in Western Hemisphere affairs.

Conferences can be organized in a number of ways. Normally, a moderator provides introductory remarks and presents a number of guest speakers or panelists. The speakers are normally chosen because they are SMEs on the topic, have published research on the topic, or are decision makers who craft policy on the issue. Following the moderator's introductions, the speakers normally have an opportunity to summarize their research or main points. The moderator's responsibility is to make sure the panelists don't exceed their time limits and remain focused on the question at hand.

Once all the panelists have shared their ideas, there is often a question-and-answer (Q&A) period that permits the audience to direct questions to the speakers. The moderator's duty during the Q&A session is to ensure that the questions from audience members pertain to the topic at hand, contain a concise, specific question (instead of using the opportunity to editorialize), and is directed to one of the SMEs. The moderator may intervene for time purposes and may direct the question to one or more of the panelists.

Because of the importance of the Perry Center's extensive alumni association network, Perry Center conferences are often provided live through a Livestream broadcast that permits inter-

ested persons to watch the event online. The live broadcast can be conducted with both English and Spanish translation.

Section 15

Visiting Fellows Program and Post-doctoral Research



Visiting Fellow Profesor Maria Teresa Belandria

This Perry Center Visiting Fellows Program provides scholars from Western Hemisphere countries an opportunity to conduct research at National Defense University for an academic year. Applicants should be working on issues related to security and defense in Latin America and the Caribbean to be considered eligible.

Special preference is given to scholars with certain criteria: first, those researching topics related to the Center's three programmatic lines of effort; second, members of faculties from Perry Center partner institutions in the region; third, scholars or senior practitioners with a long and distinguished record of publishing on Latin American and Caribbean issues.

Other prerequisite skills:

- Comprehensive knowledge of security and defense issues in the Western Hemisphere.
- Doctoral degree, Master's degree, or equivalent experience in the international field required.
- Ten or more years of security and defense studies experience.
- Strong research skills, including management of teams and complex projects.
- Superior communication skills, both written and oral, required.
- Comfortable in a fast-paced academic environment among international faculty.

The program is only open to all nationalities though scholars from Latin American may receive special consideration. The selection criteria include academic training, quality of research proposal, and depth of subject knowledge, originality of the proposal as well as feasibility of

conducting the research at the Perry Center.

Once selected, the Visiting Fellow joins the academic faculty at the Perry Center as an Adjunct Professor and has access to all National Defense University facilities for the duration of their stay. The Visiting Fellows Program is normally unfunded; participants must be able to support themselves (housing, subsistence, transportation, etc.) during their time in Washington DC. Support from another institution is considered critical for interested candidates.

Interested candidates must send their (1) resume, (2) cover letter, (3) 2-page research topic or proposal to CHDSAcademics@ndu.edu.

Post-Doctoral Research Program. The Perry Center welcomes emerging scholars to contribute to research and academic events. As part of this effort, the Center offers a post-doctoral research program for academics interested in further developing their academic studies.

This Perry Center Post-Doctoral Research Program provides scholars from Western Hemisphere countries an opportunity to conduct research at National Defense University for a semester (4-5 months). Applicants should be working on issues related to security and defense in Latin America and the Caribbean to be considered eligible. Like the Perry Center Visiting Fellow Program, special preference is given to scholars conducting research related to the Center's three programmatic lines of effort;

Other prerequisite skills:

- Comprehensive knowledge of security and defense issues in the Western Hemisphere.
- Doctoral or Master's degree or equivalent experience in the international field required.
- Five or more years of security

and defense studies experience.

- Strong research skills, including management of teams and complex projects.
- Superior communication skills, both written and oral, required.
- Comfortable in a fast-paced academic environment among international faculty.

The program is only open to all nationalities though scholars from Latin American may receive special consideration. The selection criteria include academic training, quality of research proposal, and depth of subject knowledge, originality of the proposal as well as feasibility of conducting the research at the Perry Center.

Once selected, the Visiting Fellow joins the academic faculty at the Perry Center and have access to all National Defense University facilities for the duration of their stay. This is a non-funded program; candidates must provide their own cost of living and accommodations for the duration of their term at the Perry Center. For this reason, support from another institution is considered critical for interested candidates.

Interested candidates must send their (1) resume, (2) cover letter, (3) 2-page research topic or proposal to CHDSAcademics@ndu.edu.

For information or inquiries, please queries to CHDSAcademics@ndu.edu.

Section 16

Research Assistants and Interns



2018 Intern Round table with AMB Liliana Ayalde.

The Perry Center's internship program provides undergraduate and graduate students currently enrolled in university programs and recent graduates with invaluable experience as research assistants and communications/multimedia assistants on important defense and security issues. Perry Center interns work side-by-side with the Center's subject matter experts and interact with distinguished senior officials from 35 Latin American and Caribbean countries. While providing support to the Center, interns also participate in a professional development program, attend outside lectures by dynamic speakers, and work on their writing and speaking language skills. Interns have regularly published their own work, co-authored papers with Perry Center faculty, and co-developed courses with Perry Center faculty.

The Center accepts applications for the Intern Program on a continuous basis. Interns with the following criteria will receive special consideration: bilingual (English and Spanish) students; students involved in graduate or undergraduate studies with a high grade point average; leadership experience who are adept at operating in a diplomatic environment that frequently involves high-profile visits from senior civilians and military leaders; who are interested in international affairs & defense and security studies.

Interns go on to serve in prestigious positions in other government agencies, the Foreign Service, the armed forces, and intelligence services. Many return to graduate educate programs. Former interns, for example, were accepted to the doctoral studies programs in political science at Stanford University and the University of California, Los Angeles (UCLA). Other Perry Center interns have also taken positions at the Department of State, the Drug Enforcement Agency, and at important think tanks in the Washington DC area.

Section 17

Sabbatical Policy



Chile's National Academy for Political and Strategic Studies (ANEPE) Faculty September 2017

The purpose of the Perry Center sabbatical leave program is to free faculty members from their normal duties, enabling them to pursue scholarly interests that will enhance their academic skills while maintaining their professional standing so that they may return to their posts with renewed vigor, perspective, and insight. Sabbaticals provide faculty an opportunity to conduct dedicated research on a topic of interest to the Perry Center. Sabbaticals enable multiple types of projects that would not otherwise be possible for a faculty member maintaining a regular workload to include formal research projects, pedagogical projects, operational deployments to support the joint warfighter, or other scholarly projects. All sabbaticals must contribute to the faculty member's professional development and culminate in at least one planned product for publication, professional performance, or instructional use. It also allows faculty the chance to expand their perspectives on U.S. and Latin America security and defense matters by working with colleagues in partner nations. By updating and strengthening faculty member's professional skills and horizons, the Center maintains and continues the high level of academic excellence and expertise necessary to carry out the Perry Center's mission.

National Defense University (NDU) Reference. The Perry Center policy on sabbaticals aligns with NDU Regulation 690-4. In the past, NDU professors have taken fully-funded 12-month sabbaticals in China, Turkey, and France, among others. The research and writing opportunities associated with the sabbatical permit the professors to expand their expertise, strengthen their knowledge on their topic of study, to improve Perry Center curricula on contemporary security challenges, and to enhance academic objectives at the Perry Center upon return.

See Appendix 5, "Sabbatical Recommendation Template."

In accordance with NDU Academic Policy 5.70 Sabbatical Leave and NDU Regulation 690-4 *Personnel-Civilian: Employment Under 10 USC § 1595 & DODI 1402.06* (1 September 2010), the Perry Center may grant sabbatical leave to Title 10 employees to participate in research or other activities that contribute to their teaching, the Perry Center mission, or their discipline. By updating and strengthening faculty member's professional skills and horizons, the Center maintains and continues the high level of academic excellence and expertise necessary to carry out Perry Center mission.

Eligibility. Sabbatical leave is determined on a case-by-case basis. It is granted by the Perry Center director in consultation with the Academic Dean following approval of a request by the professor. In order to be eligible, faculty members must have completed at least five years of full-time teaching or research as an NDU civilian employee.

Financial Support. The compensation associated with a sabbatical leave is intended to make it financially possible for a faculty member to carry out his or her leave program. Projected outside earnings may be taken into account in the decision to grant sabbatical leave and in setting the percentage of salary to be received from the University. Total compensation during a sabbatical leave should not normally exceed the faculty member's full-time salary for the leave period. Employees on full-time paid sabbatical remain employees of the Department of Defense and NDU and are subject to all current regulations. This includes restrictions on compensation for intellectual property created during the paid sabbatical. Faculty on sabbatical continue to be eligible for health and welfare benefits coverage and receive the full university contribution for such coverage.

Sabbatical Duration and Requirements. Sabbatical leave may be granted at full pay for six months or half pay for one year. NDU 690-4 stipulates that faculty accepting a sabbatical sign a service agreement for two times the length of the sabbatical following the employee's return (para 21.c.8).

Application and Approval. The application must fully describe activity planned for the leave period. If the individual expects to receive income during the sabbatical period to supplement his or her sabbatical salary, a description of the activities generating such income, and the anticipated amounts, should be included. Substantial changes in leave plans or supplemental income require approval by the Dean and Director.

Eligible faculty members must submit sabbatical applications by January 1st of the academic year preceding the proposed sabbatical period (NDU 690-4, para 21.c.2) and should include:

- Detailed description of the sabbatical's purpose;
- Proposed sabbatical length;
- Description of associated costs or approvals;
- Description of the deliverable to be produced during the sabbatical period;
- Explanation of the sabbatical's benefit to the Perry Center.
- A signed Service Agreement (See NDU 690-4 form)

The initial application should be submitted to the faculty member's academic dean for review. The dean will forward the faculty member's application along with a recommendation memo to the Perry Center Director that describes the:

- Project's consistency with applicant's professional development needs and goals
- Relevancy and importance of the project
- Accomplishments of the faculty member
- Services of the faculty

- member to the Center
- Personnel availability
- Potential impact on and possible mitigation strategies for Perry Center academics during the period of the proposed sabbatical.

Subject to resource constraints, sabbaticals will be evaluated based on seniority and strength of the faculty member's proposal. Preference shall be given to those making a significant contribution to the Perry Center's mission and those who have not had an extended leave of absence, regardless of funding source, during the prior six years.

Section 18

Credits and References

Content for this Faculty Handbook came from a number of sources:

Employee Handbook, William J. Perry Center for Hemispheric Defense Studies

Faculty Handbook, National Defense University. Link: <http://www.ndu.edu/Academics/Academic-Policies/>

Faculty Handbook, University of Notre Dame

Faculty Handbook, George Mason University

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Former Secretary of Defense William J. Perry's remarks at the Tenth Anniversary of the Center for Hemispheric Defense Studies, September 17, 2007.

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Murray, Williamson. 2009. "Professionalism and Professional Military Education." In Nielsen, Suzanne and Don Snider (editors). 2009. *American Civil-Military Relations: The Soldier and the State in a New Era*. Baltimore: Johns Hopkins Univ.

Paterson, Patrick. 2018. "Measuring Military Professionalism in Partner Nations: Guidance for Security Assistance Officials." *Journal of Military Ethics*. (forthcoming)

Waters, Douglas. 2011. "Understanding Strategic Thinking and Developing Strategic Thinkers," *Joint Forces Quarterly*, issue 63/4. 113-119.

Williams, Thomas M. 2013. "Education for Critical Thinking." *Military Review*, Jan/Feb 2013, 49-55.

IRB References:

Lisa Robinson Bailey, "History and Ethical Principles," Duke University

Helen McGough, "Avoiding Group Harms - U.S. Research Perspectives," MA, University of Washington

Section 19

Glossary of Terms

ACSS - Africa Center for Strategic Studies

APCSS - Asia-Pacific Center for Security Studies

CHDS – Center for Hemispheric Defense Studies

DISAM - Defense Institute of Security Assistance Management
(now called the Defense Institute of Security Cooperation Studies (DISCS))

DOD – Department of Defense

DOS – Department of State

DSCA - Defense Security Cooperation Agency

GCC – Geographic Combatant Command

GCSS - George C. Marshall European Center for Security Studies.

IMET - International Military Education and Training (IMET)

NDU – National Defense University

NESA - Near East-South Asia Center for Strategic Studies

NORTHCOM - U.S. Northern Command

OSD - Office of the Secretary of Defense

OUSDP – Office of the Under Secretary of Defense for Policy

Q&A - Question and answer session

RCPAMS - Regional Centers Persons Activity Management System

SME – Subject matter expert

SOUTHCOM - U.S. Southern Command

TAPES – Total Army Personnel Evaluation System

WHA – Western Hemisphere Affairs (part of the Office of the Secretary of Defense)

WJPC - The William J. Perry Center for Hemispheric Studies

Appendices

Appendix 1 – Perry Center Courses

Strategy and Defense Policy (SDP) – foundational course

SDP is a six-week foundational course (four weeks distance-learning and two weeks in residence) designed to disseminate basic knowledge, concepts, and practical tools related to defense and security governance in Latin American partner nations. The course presents concepts and facilitates discussions aimed at sharpening the participants' ability to understand the changing strategic environment and the defense/security institutions that manage the budgets, forces, and operations of the armed institutions that face these challenges within democratic governments. WJPC's flagship introductory course, SDP teaches the participant the fundamental concepts and skills about developing policy, strategic planning, and resource management that ministries of defense and security must perform to be effective and accomplish their mission.

The SDP course is designed to set the foundation for sustained interaction with the Perry Center throughout the career of specialists in the defense and security communities in the Americas. To this end, SDP supports the RC goal of improved sustainable institutional capacity to enhance national, regional and international security. As a take away, it is expected that participants leave the course with basic understanding and skills in the three previous mentioned areas. This will help them better evaluate and understand defense and security institutions, as well as improve the work in their own institutions.

Caribbean Defense and Security Course (CDSC)

This is a six-week foundational, distributed learning (4-weeks distance-learning and 2-week in residence) course that initiates an educational relationship between the William J. Perry Center for Hemispheric Defense Studies (Perry Center) and future leaders in the security sector of English-speaking Caribbean countries and establishes for participants the common perspectives and analytical skills to be better partners with the United States and other government of the Western Hemisphere. The target audience is mid-level to senior security and defense policymakers and practitioners from Caribbean states. Apportionment of seats by country adjusts to reflect current policy priorities. The Caribbean, often described as our nation's Third Border, receives over 40 million tourists per year and is plagued by illicit trafficking and emerging terrorist threats. The Perry Center adapts the CDSC to permit governmental and NGO officials and civilians to attend the event without depriving small, island-based institutions of critical personnel. Furthermore, the course provides a platform to establish thematic and functional links among individuals and institutions. English-speaking participants from other Spanish-speaking countries with shared interests in the Caribbean (e.g., Mexico and Colombia) are also encouraged to attend.

This course aims at improving, at a foundational level, the ability of participants to think critically of the challenges to their defense and security establishments represented by a fast changing strategic environment. It also aims at introducing analytical considerations on the value of governance to promote the empowerment of their respective security and defense institutions in democratic contexts. Participants will leave the course with a security and defense action plan responding to specific strategic challenges and considerations of reforms considered necessary in their respective defense and security establishments.



WSDS 2018

Washington Security and Defense Seminar (WSDS)

The Washington Security and Defense Seminar (WSDS) provides a venue for frank, informal orientation and discussion on the U.S. policy environment of Washington and an orientation to legislative and policymaking processes in the Department of Defense (DoD) and the U.S. Government. It is open to members of the diplomatic corps, primarily from countries from the Western Hemisphere, accredited to the White House and/or to the Organization of American States, as well as civilian representatives of international organizations, select academic researchers, journalists, and uniformed public security officials based in Washington, DC.

The seminar is designed to raise the quality of dialogue between representatives of foreign governments and international organizations with key contacts within the U.S. government. Participants develop their knowledge and improve their analytical skills about the security and defense environment and policymaking of Washington through a series of guest lectures from U.S. government agencies, academic presentations by outside experts, and informal dialogue in small discussion groups facilitated by WJPC faculty members. The WSDS supports the RC goal of enhanced security communities which increase security through mutual understanding and collective or collaborative action.

Managing Security and Defense (MSD)

This is a one-week resident course for senior executives from defense and security establishments. The target participants of this course are at the level of Vice Minister, Vice Chief of Staff, and Director General of Defense Policy. The MSD course is part of the Defense Governance Program and is closely related to the Defense Institution Building conceptual framework. It is designed to cultivate a facilitated dialogue among defense experts.

MSD recognizes the peculiarities of the defense sector and invites participants to consider the challenges to maintain defense establishments current in the face of a rapidly changing strategic environment and with a democracy framework. The course underscores the responsibilities of decision makers to understand the strategic context, reduce the uncertainties of the future, and define proportional means of defense while strengthening the defense institutions. The course is also designed to identify means to develop adequate capabilities in response to perceived or anticipated challenges under political and financial constraints. Through the MSD, the Perry Center imparts knowledge, concepts, and practical tools designed to support hemispheric efforts to enhance defense and security. In addition, the MSD course supports the Regional Center goal of improved sustainable institutional capacity to enhance national, regional and international security.

The major objectives of the course are to identify major trends in the strategic environment that are prone to influence defense establishments; to catalogue political initiatives and projects that may eventually be useful for the designing and implementation of institutional improvement in partner nations; to generate consensus towards defense institutionalization eventually useful for cooperative approaches within the region; and to sustain a Community of Practice in defense institution building within the region.



DPCT 2018

Defense Policy and Complex Threats: Preparing for Uncertain Futures (DPCT)

Department of Defense (DoD) Directive 5205.82 tasks the Regional Centers to support defense institution building (DIB) programs that will “promote principles vital to the establishment of defense institutions that are effective, accountable, transparent, and responsive to national political systems, especially regarding good governance, oversight of security forces, respect

for human rights, and the rule of law.” In coordination with OUSD(P)-SC and OUSD(P)-WHA, the Perry Center has developed a comprehensive defense governance program that academic support to DIB country programs led by Defense Governance Management Team (DGMT), research and knowledge capture in the field of defense governance, and educational programs, including DPCT. Designed as a complement to the Managing Security and Defense (MSD) Senior Executive Seminar, which exposes defense leaders at the vice-ministerial level to the principles and tools of defense governance, DPCT targets mid-level defense policymakers and presents them with methodologies and tools that can help build credible future alternative scenarios for security and defense challenges and identify institutional gaps in confronting complex adaptive conflicts.

Consistent with the broader goal of improving security and defense governance within a democratic framework, the DPCT aims to teach and develop methodologies and techniques for better understanding the challenges represented by a fast changing strategic environment, reducing uncertainties of the future, and clarifying parameters necessary for the improvement of defense institutions. In addition to building a community of practice for defense governance, the DPCT course offers participants a usable, practical toolkit for defense institutional reform and orients participants to DOD DIB programs.

Combating Transnational Threat Networks (CTTN) Course

CTTN is a seven-week distributed learning course for Perry Center alumni, opinion leaders, and mid- to senior-level officials in regional defense and security establishments in the Western Hemisphere who work on transnational organized crime issues. It builds upon the knowledge, concepts, and practical tools imparted by Perry Center foundational courses and is designed to deepen students’ understanding of the defense and security threats posed by transnational organized crime (TOC) and illicit networks.

The CTTN course supports Regional Center goals of improved sustainable institutional capacity to enhance national, regional and international security and address the emerging threat of transnational criminal organizations (TCOs) and illicit networks in the region, and providing courses on regional security issues such as combating illicit trafficking and terrorism that promote the sharing of best practices and lessons learned in combating transnational organized crime. CTTN examines how criminal organizations (TCOs) thrive in an environment of corruption and impunity and pose defense and security threats to the Americas through their illicit activities. These activities include drug trafficking, money laundering, arms trafficking, human smuggling, counterfeiting, and cybercrimes. Each of these modalities is analyzed through specific country case studies, including Central America, Colombia, Mexico, Peru and the Tri-border region of South America. The course concludes with an evaluation of government strategies and policies and interagency cooperation that address the threat of TCOs and illicit networks in the Americas at the national, regional, and international levels.

The CTTN course can be conducted as a regional conference within one of the U.S. partner nations or as a bilateral event with a partner nation.



HR/ROL 2018

Strategic Implications of Human Rights and the Rule of Law (HR/ROL)

This is a 6-week distributed learning course (four weeks of distance learning and two weeks in residence) for policymakers, practitioners, and top officers in regional defense and security establishments. HR/ROL builds upon the knowledge, concepts, and practical tools imparted by Pery Center foundational courses and is designed to deepen participants' understanding of theories, analysis, and case studies about human rights, the law of armed conflict, the rule of law, and transitional justice.

The HR/ROL course supports the Regional Center goal of improved sustainable institutional capacity to enhance national, regional and international security. The course analyzes issues of human rights and the rule of law in Latin America and the Caribbean today: how security forces in the region comport themselves in accordance with international humanitarian law; how to ensure human rights during armed conflict; how to remember, redress, and repair human rights abuses under past authoritarian regimes; what the role of the United States has been and should be; the role of international and national non-governmental organizations (NGOs) is; the role of regional and international human rights organizations; the status of rule of law initiatives in the region; and the implications of the absence of rule of law in many societies. The course analyzes numerous case studies including Chile, Colombia, Guatemala, Mexico, Syria, and the U.S.

The course is specifically designed to address human rights issues associated with security forces. Despite that, it is suitable for a broader audience, including civilian administrators who work within the military or police organizations. With that in mind, the course examines issues such as the use of military force to promote human rights; the development of international criminal courts, truth commissions, and other instruments of transitional justice; the intersection of humanitarian and human rights law, with an introduction to war crimes, crimes against humanity, and the specific crime of genocide; advocacy strategies concerning globalization and transnational corporations; and the human rights dimensions of terrorism.

The HR/ROL Course can also be converted into a regional or bilateral event and conducted in the region with partner nations or with sister institutions.

Cyber Policy and Strategy Development

The Cyber Policy and Strategy Development course is a six-week specialized course, with a four-week Distance Learning phase plus a two-week Resident Phase in Washington, DC. The course explores the increasing challenges to cyber security at the national, international and transnational levels. This is a comprehensive, non-technical course for government and private sector cyber professionals. The course is focused on deepening the understanding of the participants of the global cyber environment from two perspectives, national state power and competitiveness. The course seeks to teach senior national leaders how to make informed decisions on cyber policy, strategy and planning within a national state power framework. The course helps participants appreciate the nature and magnitude of today's threats and develops a common understanding of current cyber initiatives and best practices within the public and private sectors. The program is taught by recognized government and private sector experts in cyber security and allows participants to understand the need of Public-Private Partnership to develop the right policy and strategy for the entire nation.

Major themes within the course include: (1) the need of public-private partnership to develop a cyber policy and strategy; (2) governance of cyberspace; (3) cyber capacity building; (4) Big Data, the Internet of Things and critical infrastructure and its impacts on cybersecurity; (5) role of the defense (military) and security sectors in the cyber domain; (6) role of intelligence in cybersecurity; (7) cybercrime and cyber defense in cyberspace; (8) international and regional cybersecurity institutions; and (9) the role of mass media in cybersecurity and their implication in transnational transregional terrorism and organized crime activities.

National Security Planning Workshop (NSPW)

The National Security Planning Workshop (NSPW) is an intensive one- to three-day in-region engagement during which Perry Center faculty facilitate the work of partner nation leaders in authoring national-level strategy documents. By gathering senior leaders in a short, intensive workshop and facilitating consensus around national objectives, NSPWs are one critical part of a sustained, multi-year defense institution building (DIB) program in a priority country.

Initiated at the request of the partner nation and U.S. Country Team and with the concurrence of OSD-Policy, the NSPW is a flexible model that can be adapted to the needs of a particular government or stage in the DIB process; examples include the development of a national security strategy and reviews or implementation assessments of standing policy documents. Participants are government ministers and vice ministers, who typically receive guidance from and brief to the head of government or head of state at the end of the workshop. While Perry Center faculty act as subject matter experts (SMEs) who provide strategic context and case studies, and who facilitate discussions in working groups, all documents are authored solely by partner nation officials, who take responsibility for both the contents and implementation. The Perry Center incorporates principles of defense governance and defense institution building (DODD 5205.82, Jan 27, 2016) to the approaches developed in NSPWs. In this respect, NSPWs are designed to support broader Department of Defense (DOD) strategy for the partner nation, to structure a multi-year DIB process, and to complement other security cooperation programs in the country.

Perspectives on Homeland Security and Homeland Defense (PHSD)

The course is designed to increase understanding on Homeland Security and Homeland Defense throughout the Western Hemisphere as well as to help U.S. officials to understand regional perspectives towards these concepts. Participants analyze and compare the nature and the scope of different perspectives on homeland security and homeland defense, and visualize ways to increase regional cooperation in order to respond to natural and man-made threats throughout the Western Hemisphere. The course addresses myriad security issues: border security, preservation of critical infrastructure, response to natural disasters, terrorism, transnational organized crime, global warming, maritime and port security, cybercrime, and continuity of operations for the government. It also addresses capacity-building efforts: interagency coordination, whole-of-government responses, and civil society coordination.

Historically, the course has been two weeks long. The first week is offered in Perry Center spaces and provides a chance to hear from subject matter experts in Washington DC (FEMA, OFDA, USCG, ICE, CBP, etc.). The second of the course is conducted in Colorado Springs where students have a chance to learn how the U.S. manages homeland security and interagency coordination issues at the U.S. Northern Command.

Appendix 2 – Grading Rubrics

Overall Evaluation Scale

Letter	Points	Number Scale	Criteria
A	4.0	93.00-100	Advanced domain of knowledge, high level of analytical development.
A-	3.67	90.00-92.99	
B+	3.33	87.00-89.99	Superior knowledge and analytical development.
B	3.0	83.00-86.99	
B-	2.67	80.00-82.99	
C+	2.33	77.00-79.99	Basic concept management. Basic analytical ability.
C	2.0	73.00-76.99	
C-	1.67	70.00-72.99	

Examination Evaluation Scale

Depending on the preference of the course director, the comprehension and analysis of the topics presented in classes, readings and group discussions will be evaluated through written exams. Students should select a certain number of questions from a question bank that will be offered to them.

In the qualification of the exams, the following guide will be used:

A (93-100): Superior quality work. Contains original ideas and perspectives. Answers are organized, coherent and well written in a manner that addresses the major points. Demonstrates a mastery and complete understanding of the topic.

A- (90-92): High quality work with original elements. Answer all the elements of the question and show an excellent understanding of the topic.

B+ (87-89): Shows good effort that meets the criteria described above. Well-developed answers that discuss the important ideas of the subject. Misses some aspects of the topic or offers little counterfactuals or opposing ideas.

B (83-86): A mediocre document. May contain some consideration of the subject but considered average answers for graduate level. Fails to make persuasive defense of the issues.

B- (80-82): An essay that develops the question and has a clear thesis, but fails to adequately develop the thesis or does not identify counter arguments. It has some structural deficiencies or does not properly develop the conclusions. The answer addresses the questions, but fail to focus all the relevant concepts or demonstrate a clear understanding of the subject.

C+ (77-79): Analytically enough to distinguish it from a C rating, but it suffers from insufficient support, structure, analysis, or clarity. Provides superficial answers and inadequate evidence

that fails to adequately address the questions or does not demonstrate a clear understanding of the subject or the relevant concepts.

C (73-76): Expresses a reasonable argument, but makes inadequate use of evidence, is unclear, or lacks sharpness or depth to explore the topic. The answers show poor understanding of the topic, poor support of the arguments, and / or absence of elements of analysis or concepts.

C- (70-72): Attempts to answer the question but does not reach a conclusion that deserves serious consideration or fails in answer development, references to relevant academic theories, use of examples and evidence, formatting, clarity, or structure. The answers discuss the topic but not in a way that demonstrates the adequate understanding of it.

F (69) Insufficient

Working Group Evaluation Scale

Active participation of the students is expected to contribute constructively in the discussions, doing it in a professional and respectful way towards the teachers and classmates. Differences of opinion should be discussed with reference to the subject in question and not to the person who holds a different idea. The assessment of the contribution of each participant in the BOG will be made by the professors who act as facilitators using the following guide:

A (93-100): Achieves an excellent balance between "listening" and "contributing". Demonstrates an exceptional preparation for each of the sessions that are reflected in the quality of their contributions for the discussion. Student often contributes original ideas and perspectives. Respects the ideas of others but challenge them when necessary.

A- (90-92): Contributions are always of high quality. Student thinks and considers the matter before intervening. Prepared for the sessions, contributions are relevant, offers interpretations and original ideas about complex concepts. Demonstrates an ability to listen and comment on the ideas of their peers.

B+ (87-89): Solid contributions to the discussions that reflect the knowledge of the topics, occasionally in an original way. Respectful of the ideas of others. Perhaps lacking in originality or critical thinking abilities.

B (83-86): Average graduate level contribution. Participation reflects adequate preparation for the sessions though sometimes it does not adequately consider the contributions of other participants.

B- (80-82): Contributes, sometimes without having properly considered or thought about the topic and without providing adequate evidence or argumentation. Sometimes does not show consideration or courtesy to his colleagues.

C+ (77-79): Sometimes contributes voluntarily, although he/she often needs to be encouraged to participate. Interventions without arguments, structure and clarity.

C (74-76): Marginal contribution. Occasionally tries to present a plausible opinion, but the logic is not coherent, or does not cite adequate evidence. Satisfied with others leading.

C- (70-73): Absence of contributions, reflects little or no preparation for the sessions. Lack of ability to articulate a responsible opinion. Sometimes has a negative attitude.

F (69): Insufficient.

Appendix 3 – Sample Exam Instructions

Sample Exam Instructions

- *Based on the presentations, group discussions and readings, please answer two of the questions listed below.*
- *You can use your notes, presentations, articles, etc. "Open book and open notes."*
- *Write 500-800 words for each double-spaced answer, use Times New Roman, font size 12.*
- *Work alone, without the collaboration of your group or with other people.*
- *The exam will be available on Blackboard from 1800 on Friday (month/date) until Monday (month/date) at 0700.*
- *Submit your exam to your facilitator by email on Blackboard. The name of your document must be formed by your last name and the initial of your first name (e.g.: GomezJ).*
- *The exam has a weight equivalent to XX% of the final grade.*

The most important elements of your essay response are as follows:

Declaration of the thesis. Make a clear statement of the thesis, usually in the last sentence in the introduction, focused on a specific idea or a thought. The reader will use this statement as a guide and assume that everything that follows in the document supports the main idea. Anything that does not support the thesis is considered irrelevant, distracts the reader's attention, and may limit the coherence of the essay.

Evidence. Use the material from the course presentations and the required reading. Your examples, references, and arguments should provide solid reasoning and support your thesis statement. Keep your evidence focused on the main topic. Do not stray from the main issues. The document should be analytical and not descriptive. Contrast your position with opposing points of view to demonstrate the strength of your argument and analysis.

Format. Include a brief introduction, your analysis supported by evidence, and a conclusion. If possible, start each paragraph with a "topic sentence" that introduces the idea in the paragraph and end with a "transitive sentence" that introduces the next piece of evidence in the following paragraph. Ensure that there is a continuity and flow of ideas.

Lucidity and logic. The essay should be (1) a mixture of personal analysis, (2) convincing evidence, (3) persuasive reasoning, and (4) logical organization of the first three components. Use a mixture of these elements to obtain the highest score. A simple declaration of opinion without any support and evidence of support is not sufficient logic nor convincing.

Complete answer. Be sure to answer all parts of the question.

Appendix 4 – Sample Honorarium Request

WJPC STAFF SUMMARY				DATE: DD MMM YYYY				
FROM: Professor NAME				TELEPHONE: 685-XXXX				
SUBJECT: Honorarium Request for _____				SUSPENSE DATE: DD MMM YYYY				
Cont No.		Date	Initial	Action	Coord	Concur	Info	Sign.
1.	Director (if necessary)							
2.	Chief of Staff							
3.	Dean of Academics							
UPON COMPLETION OF ALL ACTIONS, RETURN FORM TO THE ORIGINATING OFFICE.								

ISSUE: Two guest lecturers during the 201X COURSE merit honorariums. Dr. Joe Joseph is Professor Emeritus and an internationally recognized legal expert on the XXX Commission. He has been invited to lecture at the 201X COURSE on the mission and accomplishments of the Inter-American Commission on XXX (day 3), a topic on which he has extensive experience.

Dr. Tom Thomas, a Professor of Law at the COLLEGE of Law and an internationally-recognized subject matter expert (SME) on national security law and terrorism. He has been invited to speak on the complexity of contemporary warfare in Latin America (day 3) in particular with regard to (1) organized crime; (2) defense governance; and (3) the use of the armed forces to support or replace the police. He is extensively published and frequently cited on the issues.

Please see his impressive biography: [WEBPAGE](#).

BACKGROUND: Professor Joseph has lectured at every COURSE offered at the Perry Center since 2012. His presentations were highly regarded by the students. Each time, the Perry Center paid Professor Joseph a \$500 honorarium.

Professor Thomas is a recognized expert on organized crime. His extensive legal and academic background make him uniquely qualified to address the complex security issues that face Latin American and Caribbean nations. This is the first time he has spoken at the Perry Center. His stature makes a \$500 honorarium for his time and effort.

WJPC/NDU BENEFITS: Both professors' offer to speak at the 2016 COURSE presents an important opportunity for our students to hear from the best subject matter experts on security issues in Latin America. The subject matter of their lectures present complex issues that require a speaker with unique skills in this area to address. The honorarium will encourage future participation by both speakers and will help establish an important relationship w/ the Perry Center that will undoubtedly pay off in future academic opportunities.

RECOMMENDATION: Recommend approval for \$500 honorarium for both Dr. Joseph and Dr. Thomas to speak at the 2016 COURSE.

Appendix 5 – Sample Sabbatical Request

MEMORANDUM TO DEAN OF ACADEMICS FOR DIRECTOR, WILLIAM J. PERRY CENTER

SUBJECT: Perry Center Sabbatical Recommendation

Under the provisions of NDU Regulation 690-4, para. 15, I request a sabbatical starting on 01 MMM YYYY and ending on 30 MMM YYYY. I understand that pay for the sabbatical period, if approved, will be full pay for the period of time of the sabbatical. The maximum period of time for a sabbatical is twelve months.

I understand that, if my sabbatical request is approved, that I will incur a 24-month service commitment upon the completion of the sabbatical. I further understand that if the period of the Service Agreement extends beyond the end of my current Title 10 contract, that a Renewal of Appointment action must accompany the final sabbatical Application to NDU-P and that both must be approved. The Service Agreement is attached.

The proposed location of my sabbatical is CITY, COUNTRY.

I propose the following academic and professional development activities for the time period of my sabbatical: PROVIDE DETAILS

Proposed deliverable at end of sabbatical period: I agree to provide a copy of the finished product no later than X months after the end of the sabbatical period. I agree to provide regular interim status reports on the status of my deliverable, as appropriate, beginning X months after the start of the Sabbatical period.

I understand that I may not copyright or receive royalties for any work product that I may create during the Sabbatical.

Statement of relationship of sabbatical and deliverable to enhancement of the component mission:

PROVIDE JUSTIFICATION FOR SABBATICAL TO INCLUDE BENEFITS TO THE PERRY CENTER.

A sabbatical in Santiago, Chile, provides me time to complete a number of specific academic projects and goals: PROVIDE LIST OF EXPECTED ACCOMPLISHMENTS.

Identify all teaching and other responsibilities during AY 2016-2017 for which a backfill is needed: PROVIDE DETAILS OF HOW IMPACT ON FACULTY WILL BE MITIGATED DURING PROFESSOR'S ABSENCE.

PROFESSOR'S NAME

APPROVED BY:

Dean of Academics, Date

Director, Perry Center, Date



William J. Perry
Center For Hemispheric Defense Studies
National Defense University
Washington, Dc 20319-5066